



THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

New Academic Degree Program Request to Establish

Institution UNC Charlotte

Degree Program Title (e.g., M.A. in Biology) Master of Fine Arts in Community Centered Practices

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Faculty Senate Chair (Or appropriate body)	Xiaoxia Newton	Faculty President
Graduate Council (If applicable)	David Dalton	Graduate Council Chair
Graduate/Undergraduate Dean (If applicable)	Pinku Mukherjee	Interim Dean, Graduate School
Academic College/School Dean	José Gamez	Interim Dean, College of Arts and Architecture
Department Head/Chair	N/A	
Program Director/Coordinator	Carlos Cruz Casas	MFA Program Director

New Academic Program Process

New academic programs are initiated and developed by faculty members. The Request to Establish a New Academic Degree Program must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic Program, Faculty, and Research, for review and approval by the UNC System Office. If the Request to Establish is approved by UNC System Office staff, it will be submitted the proposal for review and approval by the UNC Board of Governors.

UNC Institution Name	UNC Charlotte
Joint Degree Program (Yes or No)? If so, list partner.	No
Degree Program Title (e.g., M.A. in Biology)	Master of Fine Arts in Community Centered Practices
CIP Code and CIP Title (May be found at National Center for Education Statistics)	50.9999 Visual and Performing Arts, Other
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Campus Online (maximum 20%) Individual Community-based Learning Experiences or Directed Study as needed
Will this program be offered through an Online Program Manager (OPM)? If yes, list the OPM.	N/A
If requesting site-based delivery, indicate address(es), city, county, state, and maximum % offered at site.	UNC Charlotte Main Campus & Dubois Center, Center City Charlotte
Proposed Term to Enroll First Students (e.g., Fall 2023)	Fall 2024

Do the following sections of your previously submitted and approved Request for Preliminary Authorization to Develop a New Academic Degree Program document require any change or updated information? If yes, note the items and explain.

Category	Yes or No	Explanation (if applicable)
SACSCOC Liaison Statement	No	
Review Status (campus bodies that reviewed and commented on Letter of Intent)	No	
Program Summary	No	
Student Demand	No	
Access and Affordability	No	
Societal and Labor Market Demand	No	

Doctoral Specific Questions	No	
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I. Program Summary

- a. Describe the proposed program, including the overall rationale for its development. Include a discussion of how this program supports the specific mission of the institution and of the broader UNC System. Why is this program a necessary addition for the institution?

The proposed Master of Fine Arts (MFA) in Community Centered Practices will provide cultural leadership and community engagement opportunities unique to UNC Charlotte’s urban research mission and unique within the UNC System. Community-engaged art, or in the case of our proposed MFA - community centered art practice - as defined by the Center for Performance and Civic practice, believes that with the right approach, the same tools and capacities that artists use to make meaningful art can be utilized to transform systems and improve the impacts of government and community-driven efforts and programs. In this work artists center civic practice as action, and propel projects that bring artists into collaboration and co-design with community partners and local residents around a community-defined aspiration, challenge or vision.

As a broader field, community-engaged art actively involves individuals who aren’t professional artists in artistic processes and this engagement is as important as the final artistic products that may emerge. This kind of artistic expression may be undertaken for a variety of reasons: to strengthen social relationships; to mobilize social action; to reinvigorate cultural traditions; to share artistic skills and methods; to create new intercultural artistic expressions; to create new landscapes or places for groups to gather; to tell important stories; or to start a dialogue about issues that a community may face. In all cases, community-engaged art practices aim for specific relevance to the context or community in which they are created.¹

The program will be offered within the College of Arts + Architecture, which houses professional programs in architecture and urban design in addition to art, art history, dance, music, and theatre. As one of only seven colleges in the country with this particular collection of departments (not duplicated within the UNC System), the proposed MFA will be both interdisciplinary (building upon coursework and degree programs within the college) and transdisciplinary (through connections to UNC Charlotte course offerings across a range of topics including public administration, public health, sociology, public administration, and education).²

This program will be unique within the UNC System and distinctive nationally. In all existing UNC System institutions where graduate arts degrees exist, students are focused on disciplinary knowledge and the advancement of personal practice (i.e., animation, graphic design, dance, theatre acting, studio art), not community-engaged, civic practice. Given our college’s distinctiveness, the MFA will be supported – both in faculty and in physical resources – by a tradition

¹ See: <https://www.arts.on.ca/oac/media/oac/Publications/Framing-Community-A-Community-Engaged-Art-Workbook.pdf>

² Only six other universities in the United States have the combined disciplines of design professions (architecture & urban design) with visual arts (painting, sculpture, graphic design, digital media, art history) and performing arts (dance, music, theatre)--Penn State, UCLA, Portland State, University of Chicago, Florida International, and Montana State.

and high degree of cross-disciplinary collaborations, research initiatives, and community-engaged activities, participation and programming that pre-date the founding of our college in 2010.³

As the UNC System’s “urban research university” located in the largest urban region in both North and South Carolina, UNC Charlotte is opportunistically positioned to address market and cultural industry demand. Notably, there are 64 professional arts presenters and producers (theatres, museums, etc.) in the region, yet there is no degree-granting institution supplying advanced, graduate-level employees within the region (there are no visual or performing arts graduate programs in the region except for Winthrop University in Rock Hill, SC.)⁴ Therefore, the proposed MFA in Community Centered Practices will be a vital part of UNC Charlotte’s mission to achieve national recognition and its aim to achieve “Top Tier” research status—goals established by the university’s new 10 year strategic plan.

The importance of the proposed MFA in Community Centered Practices to the University’s research goals is echoed in goals of the Charlotte Mecklenburg Arts & Science Council, whose mission aims to maximize community impact throughout the cultural sector by harnessing both public and private resources. Their combined resources support Mecklenburg County’s creative individuals and nonprofit organizations with the goals of *building community* (deepening cross-cultural understanding, celebrating cultural and creative expression, and supporting under-served populations) and *increasing innovation* (activating nontraditional arts practices; making the arts accessible throughout the community; providing groundbreaking participatory experiences). Our proposed MFA program will contribute to the ACS’s larger ecosystem, which already supports “\$359 million in annual economic activity in the greater Charlotte-Mecklenburg region” including “11,186 full-time equivalent jobs and generating \$31.5 million in local and state government revenues.”⁵

Additionally, the 2016-2021 Division of Academic Affairs Plan was built upon six themes including “Arts and the creative economy.” Goal 1 of this plan called for a feasibility study for the Master of Fine Arts, which was completed in 2017. Both the Academic Affairs plan and the Institutional Plan focused on our urban environment, community engagement, collaboration across disciplines, and efficient delivery of programs. The UNC Charlotte mission statement included in the 2016-21 Institutional Plan positioned the university to,

“...leverage(s) its location in the state’s largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.”

Previous university documents and the current Roadmap to Research Top Tier strategic plan informed the College of Arts + Architecture’s 2021-2025 Strategic Plan and frames the college mission statement:

³ Through this degree program, the college will be positioned to evaluate the impact of arts-based practices to community development and quality of life indices through advancing public health and wellness, economic development, and environmental sustainability.

⁴ Winthrop’s total enrollment is 5,014 UG/1,059 G with ~100 graduate students in traditional, studio-focused MA, MFA, or MM degree programs.

⁵See: <https://artsandscience.org/advocate-for-arts-and-culture/>

“The College of Arts + Architecture promotes the arts and design as engines of civic imagination and social change through leadership in creative teaching, performance, research, and public engagement.”

Each of these documents provided frameworks for the initial planning for the proposed MFA and have helped drive the focus on community engagement, community centered research, and connections to the cultural needs of the region.

- b. What are the key objectives of the program? What are the expected benefits for the student who graduates from the program? What are the expected public benefits (at the local, regional, state, or national level) of this program?

A key objective of the proposed MFA in Community Centered Practices is to connect the UNC System’s “urban research university” to the interests of prospective students and to the needs of the local and regional arts community. This objective will address both a market demand from the culture industries in and around Charlotte, NC as well as prospective student demand for advanced education in the arts. For example, following the completion of an internal feasibility study, the UNC Charlotte Office of Academic Affairs commissioned Hanover Research (www.hanoverresearch.com) to conduct a prospective student study (completed May 24, 2018):

“The purpose of the survey [was] to gain a greater understanding of the factors that help students decide whether or not to enroll at UNC Charlotte’s proposed program (“Community Engaged Art”) and respondents’ overall opinions of UNC Charlotte.”⁶ The results of this survey concluded that UNC Charlotte “...should offer a graduate degree program in Community Engaged Art.”

Significantly, a key finding was based on the level of interest in community engaged art, which provides a strong motivation to present a unique approach to an MFA education:

“Respondents who prefer an MFA program to a MA program, as well as those with no preference between the two, are significantly more interested in enrolling in an interdisciplinary graduate program in Community Engaged Art.”

Further, the Hanover report indicated that:

“Nearly 100 percent of respondents who are either ‘very interested’ or ‘extremely interested’ in earning an MFA or MA in the next three years are also ‘extremely interested’ in a Community Engaged Art Program.”

Specific recommendations in the report included (page 5):

- According to survey results, The University of North Carolina at Charlotte *should offer a graduate degree program in Community Engaged Art.*

⁶ 136 Alumni and 274 Non-Alumni were included in the survey.

- Should UNC Charlotte move forward with a Master’s degree program in Community-Centered Practices, an MFA degree may be preferred to an MA degree and could result in greater enrollment.
- UNC Charlotte should offer a part-time program option and have the program last 1.5 to 2 years to appeal to the largest group of prospective students.

Key Findings included (page 9):

- Most preferred program characteristics: part-time attendance, two-years in length, public institution, urban setting, hybrid course structure (both in-person and online courses).
- Top six program characteristics (of 13): fundraising, marketing, and communication; internships, arts marketing, methods of social practice, grant writing, interdisciplinary community-engaged arts studio practice.
- Top four Influential factors (of 16) included (page 10): affordability, academic quality, relevance to career goals, and employment opportunities after graduating.

The expected benefits to the program’s future graduates are both short and long term. For example, currently, graduates of UNC Charlotte BA (Visual and Performing Arts), BM (Music), and BFA (Visual Arts) programs seeking continued skill development in the Charlotte region must enroll in programs away from their homes – to Greensboro, Chapel Hill, Boone, Greenville, Cullowhee, Durham. In the short term, the proposed MFA will provide prospective students with opportunities to engage in advanced education in arts and community while maintaining a foothold in the local community.

Similarly, graduates seeking advanced education focused on arts-based community development have a limited set of opportunities, with none in the Southeastern U.S. and few at public institutions: theatre and visual arts graduates have a particularly long history of social orientation and community/cultural production in the United States and the region. Relatedly, communities with strong arts-based educational institutions are documenting social cohesion, economic mobility, creative placemaking, and creative economic alternatives with more agility and social impact. The limited national educational landscape in this area of graduate arts education will open up longer term opportunities for future graduates of this proposed MFA program both in the region and across the country.

Five key recent reports highlight the research connecting the arts to community development:

- The “Social Impact of the Arts Project” at the U. Pennsylvania School of Social Policy & Practice began in 1994 to develop methods to explore the impact of the arts and culture on urban communities. “Cultural engagement represents an important dimension of community wellbeing by building social connections within groups and across social divides. The arts provide a resource that people can use to make sense of the world as it is, to connect with collective memory, and to imagine the future.” They document connections – *community cultural ecology* – and the role that public policy can play. See: https://repository.upenn.edu/siap/about_siap.html
- The “Social Impact of the Arts Study: How arts impact King County communities” (Seattle, WA, 2018), documents the effect of arts integration in three areas critical to community: Youth Development and Education, Health and Wellness, and Neighborhood Vitality.
- In April 2019, the Barr Foundation and Americans for the Arts released *Programs Supporting Art in the Public Realm: A National Field Scan*. The scan identified grant programs supporting strong and diverse artistic expression aiming to empower artists to be active and creative citizens in

their communities: <http://animatingdemocracy.org/programs-supporting-art-public-realm-national-field-scan>

- In Fall 2019, the Federal Reserve Bank of San Francisco published *Community Development Innovation Review: Transforming Community Development through Arts and Culture*, presenting research by PolicyLink and ArtPlace that explores outcomes when arts and cultural strategies are deployed in service of comprehensive community development and planning:
<https://www.frbsf.org/community-development/publications/community-development-investment-review/2019/november/transforming-community-development-through-arts-and-culture/>
- In November 2019, the World Health Organization released the largest-ever report on the health benefits of participating in the arts, including more than 3,500 studies:
<http://www.euro.who.int/en/publications/abstracts/what-is-the-evidence-on-the-role-of-the-arts-in-improving-health-and-well-being-a-scoping-review-2019>

Each of these reports and organizational efforts describes the broad impacts of arts and cultural programs on communities, and the critical necessity of educating individuals to help foster and implement policies to encourage participation and measure results over time. These skills are not foremost in undergraduate arts programs where foundational practices are the focus; nor are these skills extended in traditional MFA programs whose goals are fulfilled through isolated studio exercises of self-reflection.

The benefits to the public are many. Graduates of UNC Charlotte's proposed MFA in Community Centered Practices will contribute to the region's economic growth and its overall social cohesion, which underpin economic and societal health. As noted above, this key objective will be met, in part, through the proposed program's distinct, yet complementary, position within the UNC System. It aims to capture the positive social impacts of the cultural sector and community-based programming in the arts and it also envisions developing collaborations with other system institutions through partnerships, coursework, and field-based community work throughout the region.

For example, College of Arts + Architecture (COAA) faculty collaborated with eight specific neighborhoods over a 10-year period using art and community engaged initiatives. In one case, COAA faculty worked with residents of Reid Park, which is a low-income neighborhood in West Charlotte. Their arts-based research engagements involved neighborhood meetings, events and community visioning workshops that were also integrated into coursework that compared recreational funding in two differing contexts: Reid Park (predominantly Black) and Dilworth (predominantly White). Research findings indicated that per person spending on park and recreation improvements since 1992 was significantly higher in Dilworth (\$279.70) versus Reid Park (\$55.90). This community-university partnership led to growth in neighborhood participation and eventually to a significant investment (over \$600,000) on the part of Mecklenburg County Parks and Recreation for the construction of a new park within the community. Included in that park were new art elements reflecting the neighborhood's history. Not only has this work benefited specific communities in and around Charlotte but it has also led to faculty research products such as peer-reviewed grants, peer-reviewed journal articles, student capstone and dissertation projects, and hundreds of opportunities for students to *learn of the world while being in the world of others* (to borrow from Rutgers University's Nancy Cantor).

Faculty in the proposed MFA program will continue these kinds of research and arts-based initiatives and this interdisciplinary form of practice will be carried on by graduates of the program. Graduates from the proposed program will contribute directly to creative economies across North Carolina, the region, and the country in two ways: 1) applied research in the arts, and 2) cultural leadership through the arts. Like the work described above in Reid Park, students and faculty will use arts-based practices to help define research questions and, through community-centric processes, apply research findings to specific contexts. Final artistic outcomes may take many forms but may include artistic projects made, performed or exhibited in public or semi-public spaces, such as streets, parks and community centers, local museums, schools, hospitals, or other public-facing venues. One Canadian report highlights several projects in which artists met with community members, history professors, archivists, genealogists, healthcare providers, to name a few, to gather material to develop art-interventions, programs, and installations.⁷ Similarly, UNC Charlotte College of Arts + Architecture faculty collected oral histories through their engagement processes in Reid Park and those local narratives informed the design of the new neighborhood park and the artwork that it contained.⁸

Through such applied practices, local historical research combines with the arts to cultivate civic imagination, creative placemaking, and community cohesion. While traditional arts programs rely on “internal” discipline-based study that advance personal practices, this program focuses on “external” research methods and immersive civically engaged experiences that move the artist’s practice into the community-building/community-centering sphere. The program provides a vehicle for the democratic sharing of expertise, insight and experience that transcends traditional social and economic barriers and places the arts in the center of critical community and civic conversations and initiatives.

In addition to benefiting from cross-disciplinary activities in the College, the proposed program will integrate partnerships with local arts presenters and organizations, as well as non-arts organizations that integrate arts-based programs with their social services, education, and employment sectors. Arts are being integrated by organizations of all types ranging from major performing arts institutions and museums, to neighborhood-based independent initiatives, to schools, senior living centers, and workplace programs. The MFA program will help develop long standing community relationships for students to work in the public sphere with municipal agencies, community health centers, or the judicial system in shaping policy and practice.

Partnerships between the MFA program and a wide range of organizations will amplify engagement opportunities connecting cultural program providers and participants that support vital economic sectors. Initiatives across North Carolina linking cultural and community development will enable students and graduates of the proposed MFA to access not only arts organizations but also unique career opportunities in areas that apply arts-based practices in their civic, not for profit, or private ventures. The goal of the proposed MFA is to connect *practice – research – experiential learning* objectives of the program to partnerships, exchanges and community projects.

⁷ See: <https://www.arts.on.ca/oac/media/oac/Publications/Framing-Community-A-Community-Engaged-Art-Workbook.pdf>.

⁸ See: Tara Bingle, Janni Sorensen, José Gámez, and Liz Morrell. “A Model of Action Research for Building Neighborhood Decision-making Capacity” in *Collaborations: A Journal of Community-based Research and Practice* 4: 1, 4 (2021) 1-11.

Finally, return on investment for a graduate of the proposed MFA is strong. The data (both pre and post pandemic) indicate a growing marketplace for specialized degree programs in the arts and design, which will position graduates of this program well for employment opportunities. That will translate to a strong ability to repay the cost of their graduate education within the first years of employment.

For example, growth in arts, design and creative educational programs are up despite declines in other areas of university enrollment nationally. Recent indicators for undergraduate university enrollment are promising:

- Visual and performing arts majors were up 5.7% according to a recent study by the National Student Clearing House (May 2022) despite declines in many STEM areas (<https://nscresearchcenter.org/current-term-enrollment-estimates/>); this will potentially lead to graduate enrollments in programs like this proposed MFA.
- Despite the lingering impacts of the global pandemic, the head of the UN Educational, Scientific and Cultural Organization (UNESCO), Audrey Azoulay, points out that “art has the power to unite and connect in times of crisis”; such high profile recognition of the role of the arts and culture in a post-pandemic era will add to the attractiveness not only of the proposed MFA but also the graduates from the program as they enter the workforce (<https://news.un.org/en/story/2020/04/1061802#:~:text=The%20UNESCO%20chief%20urged%20everyone,closer%20together%20than%20ever%20before%E2%80%9D.>) .

Further, economic opportunities developed through the arts and cultural sectors are impressive (citing only two areas in North Carolina):

- In Mecklenburg County (NC) there exist 58,000 creative jobs with a total of \$2.8 B in total earnings helping to generate \$360 M in total regional economic impact. (See: <https://www.artsandscience.org/58kcreates/>)
- In Guilford County (NC) the arts contribute more than \$160 million in economic impact, supporting nearly 6,000 jobs that generate \$112 million in resident household income.

Nationally, today’s students seek the skills necessary to integrate the arts in city-building work – cultural production, infrastructure planning, business alliance, and social connectivity – as essential to creating sustainable economic development initiatives. The proposed MFA in Community Centered Practices will provide educational opportunities to gain these skills.

Projections for the coming decades are strong for careers in arts and culture industries: according to recent [BLS data](#), employment areas within craft and fine arts industries are projected to grow 6% from 2021 to 2031. Added to this are recent studies, such as the [2022 State of Corporate Innovation](#) report by The Conference Board, that ability to think creatively, problem-solve, and innovate are among the top five essential skills in today’s workplace. These are skills that lie at the core of arts and design education and that will undoubtedly position graduates of the proposed MFA for success. People entering the workforce with strong communication skills, engagement strategies and visual and creative skills are already needed across a wide range of industries thus making graduates of a creative educational program able to apply their specific skills broadly across industries and business in addition to the wide range of cultural industries in the Charlotte/Mecklenburg metropolitan area.

II. Program Planning and Unnecessary Duplication:

- a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery (use the 4-digit CIP as a guide). Show a four-year history of applications, acceptances, enrollments, and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program). If data was not available, mark not available. Programs at UNC institutions may be found on the UNC System [website](#).

Institution	N/A (see below)			
Program Title				
Academic Year	Year	Year	Year	Year
Applications				
Acceptances				
New Enrollment				
Total Enrollment				
Total Degrees Awarded				

- b. Describe what was learned in consultation with other programs regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

N/A

- c. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

N/A

- d. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provided similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

This program will be unique within the UNC System and distinctive nationally. There are no visual or performing arts graduate programs in the region (as noted above). In all existing UNC System institutions where graduate arts degrees exist, students are focused on disciplinary

knowledge and the advancement of personal practice (i.e., animation, graphic design, dance, theatre acting, studio art), not community-engaged, civic practice.

Currently, nine (9) campuses in the UNC System offer studio-based graduate degrees in visual and performing arts (CIP Codes 50.0401 – 50.0904) listed below by degree offered and number of programs:

- UNC Chapel Hill (MA/MFA, 5)
- UNC School of the Arts (MFA, MM (Music), 13)
- UNC Greensboro (MA, MFA, MM, 10)
- NC State University (M Arts & Design, 4)
- East Carolina University (MFA, MM, 3)
- UNC Wilmington (MFA, 1)
- Appalachian State University (MM, 1)
- Western Carolina University (MFA, 1)
- North Carolina Central University (MM, 1)

The proposed program at UNC Charlotte will be based on several integrative strategies:

- Cultural Entrepreneurship
- Arts-Based Research Methods & Communication
- Asset-Based Community Action

Therefore, the proposed program is distinct, yet complementary, in capturing the positive social impact of the cultural sector and community-based programming in the arts. Again, in all existing UNC System institutions where graduate arts degrees exist, students are focused on disciplinary knowledge and the advancement of personal practice and not community-engaged, civic practice.

Traditional MFA programs, due to their curricular structures do not afford students the amount of time needed to engage in community-centered practices nor do such programs place a value or emphasis on non-studio based initiatives. While students in traditional MFA programs might take a course focused on community needs or they might engage in a service learning project, these kinds of experiences are optional and not central to their disciplinary and required curricula. Therefore, a student seeking to form their practice around community-engaged initiatives would not be able to meet their educational needs in any of the system's current degree offerings.

- e. Admission. List the following:
 - i. Admissions requirements for proposed programs (indicate minimum requirements and general requirements).

Master of Fine Arts applicants must identify a potential community engaged arts-based research focus to be articulated as a part of their application in the Statement of Purpose. In addition to identifying a potential research focus, admission will be based on an applicant's previous academic credentials, TOEFL scores (for international students), and a portfolio of material illustrative of the applicant's research interests such as reports, writing samples, computational models, etc.). GRE scores are optional.

- The minimum admission requirements for the MFA at UNC Charlotte are:

- An earned bachelor’s degree from a regionally accredited college or university;
- An overall undergraduate grade point average of at least a 3.0 (based on a 4.0 scale);
- A minimum TOEFL score of 220 (computer-based), 557 (paper-based), or 83 (internet-based) or a minimum IELTS band score of 6.5 required from any applicant whose native language is not English;
- Note: COAA UNC Charlotte degree holders with a 3.5 GPA or above are eligible to be automatically considered for admission to the MFA by submitting the Graduate School application and Statement of Purpose.
- Standardized test scores (GRE or GMAT) are optional.

The above admission requirements include the minimum admission standards for the UNC Charlotte Graduate School.

ii. Documents to be submitted for admission (listing)

- Application to the proposed Master of Fine Arts will follow existing Graduate School and College of Arts + Architecture admissions processes. The UNC Charlotte application process is completely online.
- To apply for graduate studies in COAA, all applicants must submit the following application materials to the [UNC Charlotte Office of Graduate Admissions](#) using their online application system:
 - Graduate School Application for Admission
 - Application Fee
 - Unofficial transcripts from all previous college-level institution(s) attended
 - A statement of purpose (essay indicating community engaged arts-based research interest and potential faculty advisor) submitted online as part of the application submission process
 - Three recommendations (submitted online by recommenders)
 - A current resume
 - Digital Portfolio (20-page pdf document; this portfolio may include samples of writing, research, computation, creative work and/or design-based projects)
 - Official TOEFL scores:
 - A minimum TOEFL score of 220 (computer-based), 557 (paper-based), or 83 (internet-based) or a minimum IELTS band score of 6.5 required from any applicant whose native language is not English.
 - Official GRE or GMAT scores are optional

Note: UNC Charlotte undergraduate degree holders from the College of Arts + Architecture with a 3.5 GPA or above may not required to submit separate

application materials such as a portfolio. Please consult the MFA Program Director for consideration of a waiver of this requirement.

- f. Degree requirements. List the following:
 - i. Total hours required. State requirements for Major, Minor, General Education, etc.

36 credit hours of graduate coursework (5000 level or above)
 - ii. Other requirements (e.g., residence, comprehensive exams, thesis, dissertation, clinical or field experience, “second major,” etc.).

Field experience
- g. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site, etc.)

	Campus	Online	Site	Full-Time	Part-Time
Year 1	8			4	4
Year 3	10			8	2
Year 5	12			10	2

- h. For graduate programs only, please also answer the following:

Grades required	<p>Students in the Master of Fine Arts in Community Centered Practices will be expected to earn an A or a B in all courses included in the curriculum and must maintain a minimum cumulative 3.0 GPA (on a 4.0 scale).</p> <p>As per UNC Charlotte Graduate School Master’s Degree Requirements, students must maintain “an overall GPA of 3.0 or above in courses on the degree plan of study. No more than six hours evaluated as C may be counted toward the minimum hours required for the master’s degree.” An accumulation of three C letter grades will result in the suspension of a student’s enrollment in the program.</p>
Amount of transfer credit accepted	<p>Due to the unique nature and short duration of the program, the Master of Fine Arts will not accept transfer credit.</p>
Language and/or research requirements	<p>English language proficiency is required. The Master of Fine Arts will comply with established UNC Charlotte Graduate Admissions English Language Proficiency Requirements and Policies: https://gradadmissions.uncc.edu/admissions-info/international-applicants/english-language-proficiency/</p>

	<p>These include a Test of English as a Foreign Language (TOEFL) minimum score of 557 (paper-based) or 83 (internet-based) or International English Language Testing System (IELTS) minimum overall band score of 6.5.</p> <p>As per UNC Charlotte Graduate Admissions policy, “Applicants who do not meet the minimum English language proficiency requirement will not be admitted to UNC Charlotte. They may, however, choose to enroll at UNC Charlotte’s English Language Training Institute (ELTI) and then re-apply to the Graduate School. See ELTI’s website for details.”</p>
<p>Any time limits for completion</p>	<p>The Master of Fine Arts degree program is designed as an intensive 36 credit hour program typically requiring full time enrollment over 12 to 18 months. Students will be required to complete the course of study within a six-year period as per UNC Charlotte Graduate School policies. Courses that exceed this time limit must be retaken or revalidated.</p> <p>Time limits are described in the UNC Charlotte Graduate Catalog: “No course older than six years may be applied towards a master's degree (including transfer credit). This policy is in place because of the University's interest in a degree being current when it is awarded. Courses that exceed this time limit must be revalidated or retaken, whichever the graduate program decides necessary, if they are to count in a degree program.”</p>

- i. For all programs, provide a degree plan showing the sequence of courses to be taken each year. List courses by title and number and indicate those that are required. Include an explanation of numbering system. Indicate new courses proposed. A possible format is offered below as an example. If your institution uses a different format that provides the required information, it may be submitted instead.

Master of Fine Arts in Community Centered Practices Degree Requirements

The M.F.A. program requires a minimum of 36 hours to be completed. There are two study options: (1) a full-time program that can be completed in three consecutive semesters (Fall-Spring-Summer), or (2) a part-time option for working professionals that may be completed generally within two years. However, part-time students should note that the summer curriculum may involve off-campus and/or international experiences, which must be taken as a part of the overall program commitment.

Students may also pursue dual degree options, such as the M.F.A./ M.U.D program, which may be completed in three calendar years of full-time study. Dual degree options should be developed in consultation with the M.F.A. Graduate Program Director and are only available to full-time students.

A) Full-Time M.F.A. Option (36 credit hours)

Fall I (9 credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall	COAA 5800	Directed Independent Study - Community Centered Practices, Studio Practice (3)	Y	Y	This directed independent study enables individual study and in-depth analysis in a special area related to the interests of a graduate student and the expertise of a faculty advisor.
Fall	COAA 5601	History & Theory of Community Centered Art Practices (3)	Y	Y	This new course will provide a foundational survey of the theories and practices of activist, interventionist, public, participatory, and community-based art practices.
Fall	Required elective (3)	List of recommended electives below	Y	N	

Spring (12 credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Spring	MUDD 5601	Community Planning Workshop (3)	Y	N	
Spring	COAA 5801	Directed Interdisciplinary Study – Arts in Community (6)	Y	Y	This directed interdisciplinary study enables individual study and in-depth analysis in special areas related to the interests of a graduate student, its direct relation to in-community practice, and the expertise of one or more faculty advisors.
Spring	Required elective (3)	List of recommended electives below	Y	N	

- Leadership or Research Methods Elective (3)*
 - Leadership
 - ELED 6260 History and Psychology of Racism (3)
 - MPAD 6311 Introduction to Nonprofit Management (3)
 - [MPAD 6142 - Grant Writing and Reporting](#)
 - [MPAD 6318 - Arts Administration and the Community](#)

- Research Methods
 - [ANTH 5122 - Ethnographic Methods](#)
 - [MPAD 6125 - Research Methods for Public Administrators](#)

Summer Session I: (3 Credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Summer 1	MUDD 7120	Graduate Summer International Study	Y	N	

- Other TBD with consultation of MFA Graduate Program Director

Summer Session II: (6 Credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Summer 2	COAA 5901 (3)	Independent Research and Capstone Proposal in Community Centered	Y	Y	This course will assist the student with the necessary knowledge and execution of a Capstone Project Proposal in Community Centered Arts Practices.
Summer 2	Required elective (3)	List of recommended electives below	Y	N	

- Leadership or Policy Elective (3)*
 - [MPAD 6800 - Directed Study in Public Administration](#)
 - Other TBD with consultation of MFA Graduate Program Director

Fall II (6 credit hours)

Year 2	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall 2	COAA 6901 (3)	Independent Capstone Project in Community Centered Arts Practices	Y	Y	This course will assist the student with the necessary support for the execution of an Independent Capstone Project in Community Centered Arts Practices. In this course, students will: define methods of community engagement; generate research and engagement parameters; identify

					disciplinary techniques; and establish the cultural and disciplinary frameworks for a significant cultural intervention in a specific place, community, or through a specific community-centered partnership.
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*Elective Courses are available in a wide variety of topical subjects and are offered through several departments in the college and university. These courses complement the core courses M.F.A. courses and allow students to pursue their specific interests. Students are encouraged to seek electives that develop their understanding of public policy, local communities and related issues that will connect their creative work to community partner needs.

B) Part-Time M.F.A. Option – 36 credit hours - 2.5 years

Year One

Fall I (6 credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall	COAA 5800	Directed Independent Study - Community Centered Practices, Studio Practice (3)	Y	Y	This directed independent study enables individual study and in-depth analysis in a special area related to the interests of a graduate student and the expertise of a faculty advisor.
Fall	COAA 5601	History & Theory of Community Centered Art Practices (3)	Y	Y	This new course will provide a foundational survey of the theories and practices of activist, interventionist, public, participatory, and community-based art practices.

Spring (6 Credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Spring	MUDD 5601	Community Planning Workshop (3)	Y	N	
Spring	Required elective (3)	List of recommended electives below	Y	N	

Summer Session I: (3 Credit hours)

- Open Elective:

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Summer 1	MUDD 7120	Graduate Summer International Study	Y	N	

- Other TBD with consultation of MFA Graduate Program Director
 - McColl Visiting Artist Seminar

Year Two

Year 2	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall	COAA 5801	Directed Interdisciplinary Study – Arts in Community (3)	Y	Y	This directed interdisciplinary study enables individual study and in-depth analysis in special areas related to the interests of a graduate student, its direct relation to in-community practice, and the expertise of one or more faculty advisors.
Fall	Elective (3)	List of recommended electives below	Y	N	

- Leadership or Research Methods Elective (3)*
 - Leadership
 - ELED 6260 History and Psychology of Racism (3)
 - MPAD 6311 Introduction to Nonprofit Management (3)
 - [MPAD 6142 - Grant Writing and Reporting](#)
 - [MPAD 6318 - Arts Administration and the Community](#)
 - Research Methods
 - [ANTH 5122 - Ethnographic Methods](#)
 - [MPAD 6125 - Research Methods for Public Administrators](#)

Spring (6 Credit hours)

Year 2	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Spring	COAA 5801	Directed Interdisciplinary Study – Arts in Community (3)	Y	Y	Continuation. This directed interdisciplinary study enables individual study and in-depth analysis in special areas related to the interests of a graduate student, its direct relation to in-community practice, and the expertise of one or more faculty advisors.
Spring	Required elective	List of recommended electives below	Y	N	

- Leadership or Policy Elective (3)*
 - [MPAD 6800 - Directed Study in Public Administration](#)
 - Other TBD with consultation of MFA Graduate Program Director

Summer Session II (3 Credit hours)

Year 2	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Summer 2	COAA 5901 (3)	Independent Research and Capstone Proposal in Community Centered	Y	Y	This course will assist the student with the necessary knowledge and execution of a Capstone Project Proposal in Community Centered Arts Practices.

Year Three

Fall III (6 credit hours)

Year 3	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall	COAA 6901 (3)	Independent Capstone Project in Community Centered Arts Practices	Y	Y	This course will assist the student with the necessary support for the execution of an Independent Capstone Project in Community Centered Arts Practices. In this course, students will: define

					methods of community engagement; generate research and engagement parameters; identify disciplinary techniques; and establish the cultural and disciplinary frameworks for a significant cultural intervention in a specific place, community, or through a specific community-centered partnership.
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*Elective Courses are available in a wide variety of topical subjects and are offered through several departments in the college and university. These courses complement the core courses M.F.A. courses and allow students to pursue their specific interests. Students are encouraged to seek electives that develop their understanding of public policy, local communities and related issues that will connect their creative work to community partner needs.

Degree Total = 36 Credit Hours

All course numbering rules are set in accordance with [UNC Charlotte Academic Policy: Course Numbering and Status.](#)

III. Faculty

- a. (For undergraduate and master’s programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master’s programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.
 - i. Carlos Alexis Cruz, Director of Master in Fine Arts, Associate Professor, Department of Theatre
 - ii. Dr. José Gamez, Professor, School of Architecture
 - iii. Tamara Williams, Associate Professor, Department of Dance
 - iv. Nadia Anderson, Associate Professor, School of Architecture
 - v. Sekou Cooke, Associate Professor, School of Architecture
 - vi. Dr. Tehia Glass, Associate Professor, College of Education
 - vii. Dr. Erin Miller, Associate Professor, College of Education
 - viii. Dr. Suzanne Leland, Professor, MPA Director, Public Policy program
 - ix. Dr. Elizabeth Murray, Associate Professor, Department of Theatre
 - x. Lydia Thompson, Professor, Department of Art & Art History

Note: A new hire in the Department of Music, currently in a search process, will be a key participant of this program.

- b. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

N/A

- c. 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, and how the current teaching responsibilities of those faculty will be covered.

- The MFA will not have a significant impact upon faculty course load or service. The MFA Program Director will be responsible for course coordination and will have a principal teaching role in the program; thus, the impact on other faculty will be limited. We anticipate that 6 students will enroll in the program's first year and that the program will grow to a cohort of 12 per year by the end of year 5.⁹
- Given the small size of the anticipated incoming graduate MFA cohort, new resources will not be needed at the program's inception, except as noted for marketing/communications. This is due, in part, to the commonality of needs shared by students within the college; MFA student needs will not differ significantly from the existing academic needs of other students in the college's art, design and performance programs. This common set of academic needs is easily met with existing resources.

Additionally, as students complete this 1.5-year program, they will create space for new students each fall; therefore, there will be little overlap between cohorts (with the exception of a limited number of part-time students), which minimizes impacts on existing resources. Furthermore, this program will build upon existing courses thereby minimizing the need for new classes. In fact, there is only one new class needed for this program aside from the directed independent study courses and the capstone related course work. This program builds on nearly all existing coursework within our campus graduate curricula. Therefore, our existing resources are adequate to support this new MFA program.

⁹ Program viability requires that the MFA graduate an average of 7 students/year in a five-year period as a minimum once the program has been established and reached full enrollment. While this leaves little margin for attrition, COAA graduate student retention rates have historically been high; COAA 1-year "persistence rates" (term used by the Graduate School for continued enrollment or degree completion) for the years 2010 to 2019 average 88.7%.

- d. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.
- The MFA will not have a significant impact upon faculty course load or service. However, faculty will benefit from the introduction of graduate students in the arts programs.
 - Currently, the COAA only offers graduate curricula in Architecture, which limits faculty access to graduate student research assistants; therefore, the introduction of new graduate students will provide research support for faculty involved with the MFA program.

IV. Delivery Considerations. Provide assurances of the following (not to exceed 250 words per lettered item):

- a. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

As UNC Charlotte graduate students, students in the proposed MFA will be based on UNC Charlotte's main and Dubois Center campuses and, thus, will have full access to the university's resources as do all other on-campus graduate students. These resources include advising services through the college's in-house advising team who are able to absorb and meet the common advising needs that this new cohort of students represent (MFA students share similar advising needs as other graduate students in the college).

The college has an embedded advising staff with academic advisors in each unit; graduate students also benefit from advising by their Graduate Program Director. Admissions support is provided by both the COAA MFA Graduate Program Director and the Admissions Office in the Graduate School, which will address academic plans of study, program placement and other enrollment advising as needed. As with all UNC Charlotte students, financial aid is available to those who meet federal financial aid eligibility; additionally, the MFA program will offer scholarships and other college resources to all fully enrolled MFA students who remain in good academic standing. Financial aid counseling is provided by the university's financial aid office and additional financial support is available through scholarship opportunities in the Graduate School.

The MFA program will be delivered through the college and its supporting five units (architecture, art and art history, dance, theater, and music); course planning, schedule building, and other course related support services will be provided by the MFA Graduate Program Director with support from the college's existing academic advising team (consisting of an Assistant Dean for Academic Advising and a team of four professional academic advisors).

- b. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students. What is the impact of online delivery on student access to the program, and what strategies are in place to support students who have internet limitations?

N/A

- c. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

N/A

- d. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

N/A

V. Library

- a. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program (this should be developed in consultation with the University Librarian).

The current library holdings are sufficient to support a Master of Fine Arts in Community Centered Practices. The university has relevant holdings in both Atkins Library and in the Charles C. Hight Architecture Library, both of which support the College of Arts + Architecture. In addition, the Hight library offers audio-visual equipment for check out to students and faculty in the college including digital cameras, lighting set-ups, Zoom sound recording equipment (unrelated to the online meeting platform), and monitors for viewing digital imagery.

The library also has several relevant electronic resources including the subject databases Avery Index to Architectural Periodicals, Art & Architecture Complete, and Arts & Humanities Databases from ProQuest. The library also provides access to the image database Artstor, which includes over 450,000 images related to arts and design from a variety of countries. In addition, there are several relevant interdisciplinary databases such as JSTOR and Academic Search Complete that students can access through the library using their UNC Charlotte credentials. The library's Art Resources web-based materials can be accessed through this page:

<https://guides.library.charlotte.edu/c.php?g=172983&p=1143228>

- b. If applicable, state how the library will be improved to meet new program requirements for the next four 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 MFA in Community Centered Practices is adequately supported by the library's existing resources.

- c. Discuss the use of other institutional libraries (outside of your institution) in delivery of the program.

Any materials not available through Atkins or the Hight Library can be access through the use of institutional loans from within the UNC System and beyond. Books or articles that are not held by the library may be requested through interlibrary loan, a free service for students and faculty.

- d. For doctoral programs, provide a systematic needs assessment of the current holdings to meet the needs of the program.
N/A

VI. Facilities and Equipment

- a. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, in year one, five, and ten of the program's operation.
 - i. Will any new square footage be required at any point in the first ten years of the program's operation? If so, please provide an overview of requirements, timeline, projected costs, and projected funding sources.
 - ii. Will any existing square footage require repair, renovation, or retrofit? If so, please provide an overview of requirements, timeline, projected costs, and projected funding sources.

As the MFA in Community Centered Practices is an outward-facing degree program (meaning that students will be engaged in community-based creative practice and research), student project needs will differ from traditional and undergraduate arts, design and/or performing arts students. Therefore, MFA students will often be engaged in off-campus activities that will impact COAA resources less than current student cohorts. However, when needed, existing college resources are sufficient to support a new cohort of graduate students; the COAA has a range of lab spaces that will support the proposed MFA in Community Centered Practices. These labs include woods, as well as metal and digital fabrication labs that support student and faculty teaching and research. These labs overlap with two college-based research centers, which are also central to student learning and faculty research and teaching: Digital Arts (D-Arts), and the Integrated Design Research Laboratory (IDRL). The Digital Arts Center (D-Arts) focuses on digital methods in architecture, examining new technologies related to fabrication, interactive architecture, and visualization, which increasingly influence architectural design and practice. Through the Center, students network with institutions globally, developing analytic and visualization capacity and collaborating with the profession at a national level. Specialized equipment in the Digital Fabrication Lab includes: 5 Laser Cutters (3 in Storrs / 2 in CCB), 4 Makerbot 3D Printers (2 in Storrs / 2 in CCB), a KUKA KR-60 Robotic Arm with Gripper, router spindle and extruder, a 4' X 8' CNC Plasma Cutter, a 5' X 8' 3-Axis CNC Router, and a 4' X 4' Vacuum Former.

Therefore, no new square footage will be required on UNC Charlotte's main campus within the first ten years of the MFA. Existing facilities are adequate for the proposed new MFA in Community Centered Practices and will be sufficient to support students through the next decade.

- b. Describe the effect of this new program on existing technology, information technology, and services and indicate whether they will be adequate, in year one, five, and ten of the program's operation.

In addition to the research labs described above, the COAA at UNC Charlotte supports a range of information technology, computation, and digital technology resources that support current faculty and student research. These resources will support the proposed MFA in Community Centered Practices. The COAA offers several high-end computer lab options to students, faculty and staff and the COAA fully maintains a wide variety of software and hardware that ensures students have all of the necessary resources to engage their work. Whether the need be 3-D modeling, image manipulation, video editing, CAD, GIS, BIM, or high-quality large-format printing, the IT infrastructure in the COAA can support these varied student needs; the college's wood, metal, theatrical production, and artistic production labs also provide a wide range of resources that may be needed to support graduate students. All of the labs, classrooms, and production facilities are tightly integrated with the MFA curriculum.

As noted, since the MFA in Community Centered Practices is an outward-facing degree program, student project needs will differ from traditional and undergraduate arts, design and/or preformed arts students. Therefore, MFA students will be engaged in off-campus activities that will impact COAA resources less than current student cohorts. The program will work in collaboration with community serving nonprofit organizations, leveraging these resources for the use of alternate spaces in relation to the field work of this program.

VII. Administration

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

The proposed program will be managed by the College's Director of the Master of Fine Arts in Community Centered Practices with support from the College's Associate Dean for Research and Graduate Programs (ADR-GP) whose job description includes oversight, support and ongoing evaluation of graduate degree programs in the College. Program administration, including organization of applications and admissions processes, will be overseen by the MFA Program Director with support from the ADR-GP as well as the Chairs and Director of each academic unit within the College. The Director of this interdisciplinary MFA degree program will also serve as the primary academic advisor for MFA students. The ADR-GP will work closely with the MFA Program Director and the College's existing Assistant Dean for Advising and Assessment to ensure appropriate and timely advising is delivered to students. Therefore, no new staff positions will be needed to support this program.

- b. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:
 - i. Admission process
 - ii. Registration and enrollment process for students
 - iii. Committee process for graduate students
 - iv. Plan for charging and distributing tuition and fees

- v. Management of transcripts and permanent records
- vi. Participation in graduation
- vii. Design of diploma

N/A

VIII. Additional Program Support

- a. Will additional administrative staff, new master's program graduate student assistantships, etc. be required that were not previously identified in the Request for Preliminary Authorization? If so, please describe each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.

The MFA will not have a significant impact upon faculty course load or service. We anticipate that 6 students will enroll in the program's first year and that the program will grow to a cohort of 12 per year by the end of year 5. The MFA will also be supported through tuition increment fees, which will be utilized for scholarships, program enhancement and delivery. These funds will be sufficient to cover resources needed for years 1 to 5.

IX. Accreditation and Licensure

- a. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.
N/A
- b. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.
N/A
- c. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

The proposed MFA will require a SACSCOC Substantive Change Prospectus, to be completed and submitted according to the guidelines and deadlines outlined by the UNC Charlotte Office of Assessment and Accreditation and pending approval by the university's regional accreditor, SACSCOC: <https://assessment.uncc.edu/accreditation/sacscoc/substantive-change>

- d. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam. List what state(s) the institution has determined the program meets professional licensure requirements for and how that information will be communicated to students and prospective students.
N/A

X. Evaluation Plans

- a. What student learning outcomes will be met by the proposed program and how will student proficiency be measured? These items may be updated as necessary to meet student and program needs.

Program Student Learning Outcomes	Measurement Instrument	Criteria for Proficiency (score, percentage, level of performance, etc.)
<p>SLO 1: Demonstrate a clear understanding of historical arts practices that have focused on issues of equity, ethical responsibilities, socioeconomic mobility, civic practice, and community health.</p>	<p>Midterm Draft Essay and Final Essay</p>	<p>Each is evaluated using a 4-point scale (4 – “Commendable”; 3 – “Satisfactory”; 2 – “Marginal”; 1 – “Unsatisfactory”). Evaluative criteria for this scale are defined in attachment.</p>
<p>SLO 2: Analyze and critique specific collaborative partnerships that integrate arts and civic practice.</p>	<p>Visual Presentation and Discussion</p>	<p>Each is evaluated using a 4-point scale (4 – “Commendable”; 3 – “Satisfactory”; 2 – “Marginal”; 1 – “Unsatisfactory”). Evaluative criteria for this scale are defined in attachment.</p>
<p>SLO 3: Devise a potential community-centered arts Project or a series of actions that support equity, economic opportunity, and social well-being while demonstrating professional and ethical responsibility in designing community partnerships.</p>	<p>Execution of a devised project in partnership with a predetermined community organization</p>	<p>Each is evaluated using a 4-point scale (4 – “Commendable”; 3 – “Satisfactory”; 2 – “Marginal”; 1 – “Unsatisfactory”). Evaluative criteria for this scale are defined in attachment.</p>

- b. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation (to include types of measurement, frequency, and scope of program review).

See attached MFA Program Student Learning Outcomes Assessment Plan.

XI. Supporting Fields

- a. Discuss the number and quality of lower-level and cognate programs in operation at the institution for supporting the proposed degree program.

Currently, graduates of UNC Charlotte BA (Visual and Performing Arts), BM (Music), and BFA (Visual Arts) programs seeking continued skill development in the Charlotte region must enroll

in programs away from their homes – to Greensboro, Chapel Hill, Boone, Greenville, Cullowhee, Durham. Graduates holding an undergraduate degree in the arts who seek an advanced education focused on arts-based community development have a limited set of opportunities, with none in the Southeastern U.S. and few at public institutions: Theatre and visual arts graduates have a particularly long history of social orientation and community/cultural production in the United States and the region. Relatedly, communities with strong arts-based educational institutions are documenting social cohesion, economic mobility, creative placemaking, and creative economic alternatives with more agility and social impact. It is anticipated that 25% of the future MFA programs will be populated by graduates of one of UNC Charlotte’s College of Arts + Architecture undergraduate programs; local working artists seeking opportunities to develop their community-centered work will make up the majority of the anticipated enrollment.

- b. 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 proposed MFA program will be offered within the College of Arts + Architecture, which houses professional programs in architecture and urban design in addition to art, art history, dance, music, and theatre.

As one of only seven colleges in the country with this particular collection of departments (not duplicated within the UNC System), the COAA and UNC Charlotte are well positioned to support this degree program; no expansion of existing undergraduate programs is needed at this time.

XII. Costs, Funding, and Budget

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

- a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:
 - i. **UNC Academic Program Costs**

Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc., funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost.
 - Faculty costs for the proposed MFA program are limited to an existing program director who has been reassigned to the MFA (Carlos Cruz, MFA Program Director). The MFA program director faculty line exists within the Department of Theater, which is Professor Cruz’ disciplinary home department. His stipend to support administrative roles as the MFA program director are supported by existing college funds and are reflected in the MFAC UNC SO Financial Addendum.

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

- Graduate Assistant support for the first three years of the program have been secured as a result of the recent hire of a new Chair in the Department of Theater. Part of the start-up package associated with this hire will support one new Graduate Assistant per year; this assistantship will be assigned to the proposed MFA program. Future graduate student support will be sought through external funding (grants, internships, etc.).
- Additional scholarship support will be available to graduate students in the proposed MFA program, which will be drawn from existing college sources.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.

- No new EHRA positions will be needed to support this program.

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

- No new SHRA positions will be needed to support this program.

ii. UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

- We anticipate that the proposed MFA program will be self-sufficient. Funding for the program will increase graduate enrollment on the UNC Charlotte campus in areas that currently do not have graduate students. This represents new tuition, tuition differential, general fees, special fees, and state appropriations and, thus, a net gain for the overall campus and college (see the MFAC-UNC-SO-financial-Addendum).

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, by 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

- The proposed MFA program represents a new program in the college and, therefore, represents a full and new cohort of graduate students. There are no current graduate students or graduate programs in the arts at UNC Charlotte; therefore, no students will "switch" or "transfer" into the program. All students entering into the proposed MFA will represent new students and will generate additional enrollment growth revenue.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

- Faculty costs for the proposed MFA program are limited to an existing program director who has been reassigned to the MFA (Carlos Cruz, MFA Program Director). The MFA program director stipend is supported by existing college funds and current resources have been dedicated to course delivery as reflected in the MFAC-UNC-SO-Financial-Addendum. Note: The MFA program director maintains a teaching load and will continue to teach existing coursework while contributing to the proposed new MFA program.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding. Provide evidence of sustainability after federal funds have been exhausted.

- N/A

b. Based on the institutions' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:

i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

The budget review process is conducted by the colleges and the Office of Academic Affairs annually. Deans submit funding requests to Academic Affairs based on the prioritized needs of each college. The proposed program is expected to generate new enrollment growth for UNC Charlotte. Increases in enrollment and the corresponding increase in Student Credit Hours (SCH) are reviewed by the Dean's office and examined within the context of the UNC System Office funding formula and University priorities when determining allocation enrollment growth funds and general tuition and fees. If available, funds will be used to hire additional faculty and staff to support teaching and research.

ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

N/A

iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.

1. State the amount of tuition differential or program-specific fees that will be requested.

The College of Arts + Architecture currently applies a (previously approved) tuition increment of \$875.00 per semester to each of its graduate degree programs (Master of Architecture, Master of Science in Architecture, and Master of Urban Design) as well as a College Major's Fee (\$125 per semester; applied to both undergraduate and graduate students). This tuition increment will also apply to the proposed Master of Fine Arts in Community Centered Practices. Revenue from existing resources, including existing student fees, will help support services available for students in the new program until it becomes self-supporting. For example, in years 3 through 5, approximately 15% of funds generated by student fees (tuition increments, college major's fee) may be allocated to support a growing program in the MFA. Additionally, MFA students will benefit from college activities, events, and scholarship opportunities just as current COAA students do, including support for courses required in more than one college major such as the Community Planning Workshop (MFA, MUD) and summer study abroad programming (MFA, MUD).

2. Describe specifically how the campus will spend the revenues generated.

Revenue from existing academic programs in the college will help support services and resources available for students in the new program as needed. For example, the existing tuition increment and major's fee help cover the costs of the purchase and maintenance of the specialized equipment, hardware, and software in the COAA research labs, field work materials, printing and computer labs, its range of supporting studio spaces, and metal, wood, and digital fabrication labs. A portion of these funds are used to enhance classroom technology and to expand the resources available to students. This includes the expansion of our wireless environment, acquisition and maintenance of state-of-the-art digital tools and equipment, software licenses, and improvements in online platforms and equipment. This increment also helps support graduate student research staff in the Digital Arts Center and scholarships.

These fees also provide expanded student services and professional development opportunities. Student services include enhanced orientation programs, a regular speaker series, networking events, and educational programs conducted jointly with the profession.

These fees also enhance faculty development. A portion of the increment provides competitive faculty development and curriculum "grants." These grants support faculty activities that directly engage graduate students, curriculum development, and applied research.

3. Describe the anticipated impact of the tuition differential or program-specific fee are expected to impact student access.

The short duration of our program, a total of eighteen months in length, helps

offset this minor cost, making our program more cost effective and viable for our students. This in time makes the MFA a competitive offering amidst the list Master Programs in the Arts across our system.

The tuition differentials also help support student enrichment through scholarships, guest lectures, resources for site-specific engagements, and support for off campus initiatives.

- c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

We are prepared to implement this new degree program through the reallocation of revenue from existing resources. The College of Arts + Architecture charges graduate students a tuition increment and a college major's fee that can be used to support our existing and proposed graduate programs, including limited research assistantships. Additional funding for graduate student support will be sought through faculty pursuit of external funding, the college, the Graduate School, and Academic Affairs.




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

XIV. Attachments. Attach *the UNC System Academic Program Planning Worksheet* as the first attachment following this document, the final approved Request for Preliminary Authorization as the second attachment, followed by any other relevant documents.

Other documents attached:

- a. MFA Student Learning Outcomes Assessment Plan
- b. MFA Student Learning Outcomes worksheet
- c. MFA SLO's sample rubric
- d. MFA curriculum sheet
- e. Hanover Study

XV. Signatures. This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities and has my support.

Position Title	Signature	Date
Chancellor		8/25/23
Provost		8/21/23
Chief Financial Officer		8/11/23

(Only complete below for partner institution if this is a joint degree program proposal)

Position Title	Signature	Date
Chancellor		
Provost		
Chief Financial Officer		

Current Program Sources (if applicable)		Rate	Year 0 (Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
1	General Fund Appropriation								\$ -
2	NC Promise Appropriation								\$ -
3	<i>Resident Enrollment (FTE)</i>								
4	Regular Resident Tuition (Annual Rate)	\$ 4,338	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	<i>Nonresident Enrollment (FTE)</i>								
6	Regular Nonresident Tuition (Annual Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Tuition Differential (Annual Rate)	\$ 3,402	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8	Special Fees	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9	External Funding (In-Hand Only)								\$ -
10	Other Funding (Identify)								\$ -
11	Total Current Sources		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proposed New Program Sources									
12	<i>Incremental Resident SCH</i>			192	216	240	264	288	
13	Enrollment Funding Appropriation. CIP=50.99	\$ 409	\$ -	\$ -	\$ 39,264	\$ 83,436	\$ 93,252	\$ 103,068	\$ 319,020
14	<i>Resident Enrollment (FTE)</i>			7	8	8	9	10	
15	Regular Resident Tuition (Annual Rate)	\$ 4,338	\$ -	\$ 30,366	\$ 34,704	\$ 34,704	\$ 39,042	\$ 43,380	\$ 182,196
16	NC Promise Appropriation (Resident)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
17	<i>Nonresident Enrollment (FTE)</i>			1	1	2	2	2	
18	Regular Nonresident Tuition (Annual Rate)	\$ 18,482	\$ -	\$ 18,482	\$ 18,482	\$ 36,964	\$ 36,964	\$ 36,964	\$ 147,856
19	NC Promise Appropriation (Nonresident)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
20	Tuition Differential (Annual Rate)	\$ 3,402	\$ -	\$ 27,216	\$ 30,618	\$ 34,020	\$ 37,422	\$ 40,824	\$ 170,100
21	Special Fees	\$ 2,000	\$ -	\$ 2,000	\$ 18,000	\$ 20,000	\$ 22,000	\$ 24,000	\$ 86,000
22	External Funding (In-Hand Only)								\$ -
23	Other Funding (Identify)								\$ -
24	Total New Sources		\$ -	\$ 78,064	\$ 141,068	\$ 209,124	\$ 228,680	\$ 248,236	\$ 905,172
25	Total Proposed Program Sources		\$ -	\$ 78,064	\$ 141,068	\$ 209,124	\$ 228,680	\$ 248,236	\$ 905,172

Comments

Line 4: Current annual tuition rate for graduate resident students

Line 7: Current \$3402 fee assessment for graduate students

Line 8: Includes SBTI of \$1750 per student per year, plus COAA Majors fee of \$250 per student per year.

Line 15: Current annual tuition rate for non resident graduate students.

Line 21: COAA Majors Fee. SBTI fees will be requested at the authorization of the Systems Office.

Includes SBTI of \$1750 per student per year, plus COAA Majors fee of \$250 per student per year. (anticipated request in Y1, anticipated approval in Year 2)

Richard Amon

DocuSigned by:

Richard Amon

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		Year 0 (Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
Current Resources applied to new Program Uses (if applicable)								
1	Tenure/Tenure-Track Faculty	\$ 143,455	\$ 266,149	\$ 266,149	\$ 266,149	\$ 266,149	\$ 266,149	\$ 1,474,200
2	Non Tenure-Track Faculty							\$ -
3	Graduate Student Support			18,500	18,500	18,500	18,500	\$ 74,000
4	EHRA Non-Faculty Positions							\$ -
5	Student Support (Scholarships)			1,500	1,500	1,500	1,500	\$ 6,000
6	Libraries		500	500	500	500	500	\$ 2,500
7	Supplies and Materials	1,000	1,500	1,500	1,500	1,500	1,500	\$ 8,500
8	Travel, Communications, and Fixed Charges	7,500	7,500	7,500	7,500	7,500	7,500	\$ 45,000
9	Equipment and Technology		5,000	1,500	1,500	1,500	1,500	\$ 11,000
10	Facility Repair and Renovation							\$ -
11	Other (Identify)							\$ -
12	Total Current Uses	\$ 151,955	\$ 280,649	\$ 297,149	\$ 297,149	\$ 297,149	\$ 297,149	\$ 1,621,200
Proposed New Program Uses								
13	Tenure/Tenure-Track Faculty*							\$ -
14	Non Tenure-Track Faculty*							\$ -
15	Graduate Student Support*							\$ -
16	EHRA Non-Faculty Positions*							\$ -
17	Student Support (Scholarships)							\$ -
18	Libraries							\$ -
19	Supplies and Materials							\$ -
20	Travel, Communications, and Fixed Charges							\$ -
21	Equipment and Technology							\$ -
22	Facility Repair and Renovation							\$ -
23	Facility New Construction or Expansion							\$ -
24	Other (Identify)							\$ -
25	Total New Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26	Total Proposed Program Uses	\$ 151,955	\$ 280,649	\$ 297,149	\$ 297,149	\$ 297,149	\$ 297,149	\$ 1,621,200

Comments

Lines 1-10: This figure is intended to demonstrate that COAA has existing faculty/fringe and OTP resources which will be dedicated to MFA course delivery.

Line 8: Internal COAA commitment to Director of MFA program to fund recruiting efforts, conference/research travel and externally facing activities.

Management Note:

Program expenditures will draw approx 35% from existing resources to support the curricular delivery and program activities through year 5.

Richard Amon 08/30/2023 | 10:31 AM EDT

DocuSigned by:

Richard Amon

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**THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

**New Academic Degree
Program
Request for Preliminary
Authorization**

Institution: University of North Carolina at Charlotte

Degree Program Title: Master of Fine Arts (MFA) in Community-Centered Practices

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Provost	Joan F. Lorden	Provost and Vice Chancellor for Academic Affairs
Chief Financial Officer	Rich Amon	Vice Chancellor for Business Affairs
Faculty Senate Chair (Or representative)	Susan Harden	Faculty President
Graduate Council (If applicable)	David Dalton	Chair, Graduate Faculty Council
Graduate/Undergraduate Dean (If applicable)	Thomas L. Reynolds	Dean, Graduate School
Academic College/School Dean	Brook Muller	Dean, College of Arts + Architecture
Department Head/Chair	n/a	
Program Director/Coordinator	Carlos Cruz	Director, MFA in Community-Centered Practices

New Academic Proposal Process

New academic programs are initiated and developed by faculty members. The Request for Preliminary Authorization must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. If the Request for Preliminary Authorization is approved, the institution may begin work on the formal Request to Establish a New Academic Degree Program.

NOTE: If an institution is requesting preliminary authorization for a degree program at a higher level than their current Carnegie Classification (e.g. a Master’s institution proposing a doctoral degree), then a request for a mission review must first be submitted to the UNC Board of Governors Committee on Educational Planning, Programs, and Policies, through the Senior Vice President for Academic Affairs. If approved by the Board, then the institution may proceed with the Request for Preliminary Authorization.

UNC Institution Name	UNC Charlotte
Joint Degree Program (Yes or No)? If so, list partner institution.	No
Degree Program Title (e.g. M.A. in Biology)	Master of Fine Arts (MFA) in Community-Centered Practices
CIP Code and CIP Title (May be found at National Center for Education Statistics)	50.9999 Visual and Performing Arts, Other
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Campus Online (maximum 20%) Individual Community-based Learning Experiences or Directed Study as needed
Proposed Term to Enroll First Students (e.g. Fall 2022)	Fall 2024

I. SACSCOC Liaison Statement: *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

The proposed MFA will require a SACSCOC Substantive Change Prospectus, to be completed and submitted according to the guidelines and deadlines outlined by the UNC Charlotte Office of Assessment and Accreditation and pending approval by the university's regional accreditor, SACSCOC:

[https://assessment.uncc.edu/accreditation/sacscoc/substantive-change.](https://assessment.uncc.edu/accreditation/sacscoc/substantive-change)

II. Program Summary: *(Briefly describe the proposed program and summarize the overall rationale.)* Maximum of 1,000 words.

Include the following in your narrative:

- a. How this program supports specific university and UNC System missions.

- b. Collaborative opportunities with other UNC institutions as appropriate.
- c. Ways in which the proposed program is distinct from others already offered in the UNC System. Information on other programs may be found on the UNC System [website](#), and all similar programs should be listed here (use the 4-digit CIP as a guide).

The proposed Master of Fine Arts (MFA) in Community-Centered Practices is both interdisciplinary (visual and performing arts) and transdisciplinary: in addition to interdisciplinary work within the arts and design, our students will engage coursework in areas such as applied anthropology, sociology, business, public policy, or education in order to provide students with specific community-engagement tools that will provide depth to their creative research activities.¹ Thus, the proposed MFA will build upon existing graduate courses in areas that complement a student’s project-specific interests as well as curricular strengths within the College of Arts + Architecture. In this way, each MFA student’s course of study can be tailored to the needs of their community partners or specific research interests. The program will be offered within the College of Arts + Architecture which uniquely houses professional programs in architecture and urban design in addition to art, art history, dance, music, and theatre. The proposed MFA will provide cultural leadership and community engagement opportunities while preparing graduates through performing and visual art practices to address-social issues and community needs, i.e., environmental design, urban planning, community development, and community arts initiatives.

Graduates contribute to creative economies across North Carolina, the region, and the country in two ways: applied research in the arts, and cultural leadership through the arts. The arts cultivate civic imagination, creative placemaking, and community cohesion. While traditional arts programs rely on “internal” discipline-based study that advance personal practices, this program focuses on “external” research methods and immersive experiences that move the artist’s practice into the community-building sphere. The program provides a vehicle for the democratic sharing of expertise, insight and experience that transcends traditional social and economic barriers and places the arts in the center of critical community and civic conversations and initiatives.

This program will be unique within the UNC System and distinctive nationally. In all existing UNC System institutions where graduate arts degrees exist, students are focused on disciplinary knowledge and the advancement of personal practice (i.e., animation, graphic design, dance, theatre acting, studio art), not community-engaged, civic practice. The proposed program is distinct, yet complementary, in capturing the positive social impact of the cultural sector and community-based programming in the arts; it also envisions developing collaborations with other System institutions through both online and field-based community work. Currently, nine campuses in the UNC System offer graduate degrees in visual and performing arts (CIP Codes 50.0401 – 50.0904) listed below by degree offered and number of programs:

- UNC Chapel Hill (MA/MFA, 5)
- UNC School of the Arts (MFA, MM (Music), 13)
- UNC Greensboro (MA, MFA, MM, 10)
- NC State University (M Arts & Design, 4)
- East Carolina University (MFA, MM, 3)

¹ Courses from a range of disciplines will be available to MFA students, which will offer subject area content needed to support the research interests of each student; letters of support from Colleges and Programs have been secured and opportunities for research collaborations are on-going.

UNC Wilmington (MFA, 1)
Appalachian State University (MM, 1)
Western Carolina University (MFA, 1)
North Carolina Central University (MM, 1)

The proposed program will be based on several integrative strategies:

- Systems Thinking
- Cultural Entrepreneurship
- Arts-Based Research Methods & Communication
- Asset-Based Community Action

UNC Charlotte is the UNC System’s “urban research university” located in the largest urban region in both North & South Carolina. There are no visual or performing arts graduate programs in the region except for Winthrop University in Rock Hill, SC.² Notably, there are 64 professional arts presenters and producers (theatres, museums, etc.) in the region, yet there is no degree-granting institution supplying advanced, graduate-level employees within the region (save Winthrop University). Importantly, a recent U.S. Bureau of Economic Analysis indicated that the arts and culture sector contributed \$16 billion to NC’s economy in 2019, which represented 2.7% of the state’s GDP, 127,893 jobs, and total revenue generation of \$8.8 billion.³ Locally, these figures are equally impressive: in 2015 (the most recently study available), the nonprofit arts and culture industry in the greater Charlotte-Mecklenburg region generated over \$359 million in annual economic activity. This overall activity supported over 11,000 full-time equivalent jobs and generated over \$31 million in local and state government revenues.⁴ Given this economic context, our proposed MFA aligns well with the UNC Charlotte mission statement, which drives the Institutional Plan (2016-21) and “...leverages its location in the state’s largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives.”

“UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.” One of the four major goals of the new 2022-2032 University Strategic Plan is to “Fulfill our role as North Carolina’s urban research university to benefit our city, region and beyond by co-producing transformative solutions to societal issues and challenges.” The arts are uniquely poised to support this goal and this program is specifically designed to address it.

The College of Arts + Architecture Strategic Plan 2021-2026 reframes the College mission statement:

The College of Arts + Architecture promotes the arts and design as engines of civic imagination and social change through leadership in creative teaching, performance, research, and public engagement.

² Winthrop’s total enrollment is 5,014 UG/1,059 G with ~100 graduate students in MA, MFA, or MM degree programs.

³ See: www.ArtsActionFund/StateFactsheets

⁴ These data were documented in the Arts & Economic Prosperity 5, the most comprehensive economic impact study of the nonprofit arts and culture industry in the United States; see <https://artsandscience.org/the-charlotte-regions-creative-economy/>.

The College of Arts + Architecture (2008) is unique in its organization within North Carolina and distinctive across the country. Only seven other universities in the United States have the combined disciplines of design professions (architecture and urban design) with visual arts (painting, sculpture, graphic design, digital media, art history, etc.) and performing arts (dance, music, theatre). This capacity – both in faculty and in physical resources – has encouraged a high degree of cross-disciplinary collaboration, research, and community participation/programming over the past 12 years.⁵

In addition to benefitting from cross-disciplinary activities in the College and University, the proposed program will integrate partnerships with local arts presenters and organizations, as well as non-arts organizations that integrate arts-based programs with their social services, education, and employment sectors. Arts are being integrated throughout the community by organizations of all types from major performing arts institutions and museums, to neighborhood-based independent initiatives, to art-based practices in schools, senior living centers, and workplace programs. The MFA program will help develop longstanding community relationships for students to work in the public sphere with municipal agencies, community health centers, and/or the judicial system in shaping policy and practice.

Partnerships between the MFA program and a wide range of organizations will amplify engagement opportunities connecting cultural program providers and participants that support a vital economic sector by preparing students to take a variety of roles in the industry. Initiatives across North Carolina linking cultural and community development will enable student access to arts organizations unique career opportunities. The goal is to connect applied *practice – research – experiential learning* objectives of the program through partnerships, exchanges and community projects. In these ways, the proposed Master of Fine Arts (MFA) in Community-Centered Practices will provide graduates with a range of opportunities within the arts, culture, not-for-profit, and governmental sectors.

III. Student Demand: *(Provide evidence of student enrollment demand, including external estimates. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

Following the completion of an internal feasibility study, the UNC Charlotte Office of Academic Affairs commissioned Hanover Research (www.hanoverresearch.com) to conduct a prospective student study (completed May 24, 2018). “The purpose of the survey [was] to gain a greater understanding of the factors that help students decide whether or not to enroll at UNC Charlotte’s proposed program (“Community Engaged Art”) and respondents’ overall opinions of UNC Charlotte.”⁶ The results of this survey concluded that UNC Charlotte “...should offer a graduate degree program in Community Engaged Art.”

Significantly, a key finding was based on the level of interest in community engaged art, “Respondents who prefer an MFA program to a MA program, as well as those with no preference

⁵ Through this degree program, the College will continue evaluating the impact of arts-based practices to community development and quality of life indices through advancing public health, economic development, environmental sustainability, and social justice.

⁶ 136 Alumni and 274 Non-Alumni were included in the survey.

between the two, are significantly more interested in enrolling in an interdisciplinary graduate program in Community Engaged Art. Further, “Nearly 100 percent of respondents who are either ‘very interested’ or ‘extremely interested’ in earning an MFA or MA in the next three years are also ‘extremely interested’ in a Community Engaged Art Program.” This provides a strong motivation to present a unique approach to an MFA education.

Specific recommendations in the report included (page 5):

- According to survey results, The University of North Carolina at Charlotte *should offer a graduate degree program in Community Engaged Art.*
- Should UNC Charlotte move forward with a Master’s degree program in Community-Centered Practices, *an MFA degree may be preferred to an MA degree and could result in greater enrollment.*
- UNC Charlotte *should offer a part-time program option and have the program last 1.5 to 2 years to appeal to the largest group of prospective students.*

Key Findings included (page 9):

- Most preferred program characteristics: part-time attendance, two-years in length, public institution, urban setting, hybrid course structure (both in-person and online courses).
- Top six program characteristics (of 13): fundraising, marketing, and communication; internships; arts marketing; methods of social practice; grant writing; and interdisciplinary community-engaged arts studio practice.
- Top four influential factors (of 16) included (page 10): affordability, academic quality, relevance to career goals, and employment opportunities after graduating.

Currently, graduates of UNC Charlotte BA (Visual and Performing Arts), BM (Music), and BFA (Visual Arts) programs seeking continued skill development in the Charlotte region must enroll away from their homes – to Greensboro, Chapel Hill, Boone, Greenville, Cullowhee, Durham. More importantly, graduates seeking advanced education focused on arts-based community development have a limited set of opportunities, with none in the Southeastern U.S. and few at public institutions: Theatre and visual arts graduates have a particularly long history of social orientation and community/cultural production in the United States and the region. Relatedly, communities with strong arts-based educational institutions are documenting social cohesion, economic mobility, creative placemaking, and creative economic alternatives with more agility and social impact.

Five key recent reports highlight the research connecting the arts to community development:

- The “Social Impact of the Arts Project” at the U. Pennsylvania School of Social Policy & Practice began in 1994 to develop methods to explore the impact of the arts and culture on urban communities. “Cultural engagement represents an important dimension of community wellbeing by building social connections within groups and across social divides. The arts provide a resource that people can use to make sense of the world as it is, to connect with collective memory, and to imagine the future.” They document connections – *community cultural ecology* – and the role that public policy can play. See: https://repository.upenn.edu/siap/about_siap.html
- The “Social Impact of the Arts Study: How arts impact King County communities” (Seattle, WA, 2018), documents the effect of arts integration in three areas critical to community: Youth Development and Education, Health and Wellness, and Neighborhood Vitality.

- In April 2019, the Barr Foundation and Americans for the Arts released *Programs Supporting Art in the Public Realm: A National Field Scan*. The scan identified grant programs supporting strong and diverse artistic expression aiming to empower artists to be active and creative citizens in their communities: <http://animatingdemocracy.org/programs-supporting-art-public-realm-national-field-scan>
- In Fall 2019, the Federal Reserve Bank of San Francisco published *Community Development Innovation Review: Transforming Community Development through Arts and Culture*, presenting research by PolicyLink and ArtPlace that explores outcomes when arts and cultural strategies are deployed in service of comprehensive community development and planning: <https://www.frbsf.org/community-development/publications/community-development-investment-review/2019/november/transforming-community-development-through-arts-and-culture/>
- In November 2019, the World Health Organization released the largest-ever report on the health benefits of participating in the arts, including more than 3,500 studies: <https://www.ncbi.nlm.nih.gov/books/NBK553773/>
- Each of these reports and organizational efforts describes the broad impacts of arts and cultural programs on communities, and the critical necessity of educating individuals to help foster and implement policies to encourage participation and measure results over time. These skills are not foremost in undergraduate arts programs where foundational practices are the focus; nor are these skills extended in traditional MFA programs whose goals are fulfilled through isolated studio exercises of self-reflection. Our proposed MFA will offer students the skills needed to practice their art in dialog with communities in order to increase their impacts and to help build social cohesion, aid economic mobility, and foster economic opportunities.

Further, economic opportunities developed through the arts and cultural sectors are impressive (citing only two areas in North Carolina):

- In Mecklenburg County (NC) there exist 58,000 creative jobs with a total of \$2.8 B in total earnings helping to generate \$360 M in total regional economic impact (See: <https://artsandscience.org/the-charlotte-regions-creative-economy>)
- In Guilford County (NC) the arts contribute more than \$160 million in economic impact, supporting nearly 6,000 jobs that generate \$112 million in resident household income.

Today's students seek the skills necessary to integrate the arts in city-building work – cultural production, infrastructure planning, business alliance, and social connectivity – as essential to creating sustainable economic development initiatives.

IV. Access, Affordability, and Student Success: *(Provide an analysis of the impact of the program on student access and affordability. Maximum length 1,000 words. Reference sources such as College Scorecard, Census postsecondary outcomes data, etc.)*

- a. Analysis of the impact of the proposed program on student access, including key metrics identified in the UNC System Strategic Plan and statewide initiatives (such as myFutureNC).
- b. Analysis of student debt levels for similar programs and programs at the same academic level at the institution.
- c. Provide an analysis of indebtedness, repayment, and relationship to potential earnings.

The proposed program is designed for students from a wide range backgrounds, including students holding studio-based undergraduate degrees, art education students, and students with employment backgrounds in cultural production or community leadership. The following list illustrates that the curriculum will be designed for: a) both full- and part-time enrollment and b) low-residency options that combine in-person and off-campus, community-engaged coursework.

Addressing access, affordability, and student success, the following highlights are important:

- The MFA in Community Centered Practices will be developed as a compact, 36 credit hour/12-month program. This may take several forms from full-time (fall, spring, summer or fall, spring, fall programs) or part-time paths that may extend coursework over a 2-year period.
- As a compact 36 credit-hour/12-month academic program, the MFA is both affordable and limits the amount of time that a student would potentially be out of the workforce.
- By limiting the number of semesters needed to complete the program (full-time enrollees) the program is more affordable as it will limit the number of semesters of tuition costs incurred by students (typical studio-based MFA programs require a minimum of six semesters).
- The MFA curriculum will be designed to accommodate a “low-residency” curriculum, which will enable students to continue to work and to enroll in coursework as their schedules permit.
- With the relative affordability of UNC Charlotte graduate tuition & fees, the cost to students is minimized:
 - Graduate tuition for a 12-month program at UNC Charlotte (fall, spring, summer or fall, spring, fall –for example) will total less than \$15,000 for the full degree program.⁷
 - Given the earning potential of a graduate degree and the data indicating a growing marketplace for specialized degree programs in the arts and design, graduates of this program will be able to repay the cost of their graduate education within the first few years of employment.
 - The median annual wage for arts and design occupations was \$48,130 in May 2019, which was higher than the median annual wage for all occupations of \$39,810.
 - The median annual wage for education, training, and library occupations was \$50,790 in May 2019, which was higher than the median annual wage for all occupations of \$39,810. This is the Bureau of Labor Statistics (BLS) area that includes museum and curatorial sectors. <https://www.bls.gov/ooh/arts-and-design/home.htm>
 - The professional-and-related occupations category, which includes artists, is projected to increase by nearly 17 percent, roughly seven percentage points higher than the projected growth rate for the U.S. labor force. At 11 percent, the projected growth rate for artists is similar to the rate projected for overall labor force growth (10 percent). <https://www.arts.gov/sites/default/files/103.pdf>
- While the current COVID-19 pandemic has significantly impacted wide sectors of the economy including the arts and culture industries, the projected economic rebound anticipated with wide-spread vaccination will positively impact arts communities as audience demand for culture, entertainment, and social engagement return. In addition, this community-engaged MFA program aims to develop graduates who will forge new pathways for arts-based employment through entrepreneurial and non-traditional models.

⁷ This figure represents In-State Tuition and Fees for the full-time, 1-year program based on AY 2022-23 rates.

V. Societal and Labor Market Demand: *(Provide evidence of societal demand and employability of graduates from each of the following source types. Must include external estimates. Maximum length 1,000 words)*

- a. Labor market information (projections, job posting analyses, and wages)
 - i. Specific to North Carolina (such as ncworks.gov, nctower.com, or outside vendors such as [Burning Glass](http://BurningGlass.com)).
 - ii. Available from national occupational and industry projections (such as the [U.S. Bureau of Labor Statistics](http://U.S.BureauofLaborStatistics.com)).
- b. Projections from professional associations or industry reports (including analysis)
- c. Other (alumni surveys, insights from existing programs, etc.)

While there are six Regional and 55 State or Territorial arts agencies currently working across the country, an important trend has formed nationally, regionally, and in North Carolina that cities, governmental entities, regional business alliances, and cultural capital organizers have embraced and integrated the arts in the development of coherent communities. In North Carolina, city and county governments in Greensboro, Raleigh, and Buncombe County (Asheville) all maintain arts offices and dedicated budgets. City and County Cultural Master Plans are common in most communities in North Carolina. The “Creative Greensboro: Cultural Arts Master Plan” (December 2018) states, “We know the arts means economic vitality.” The fifth economic impact study conducted by Arts & Economic Prosperity (AEP5) included Buncombe County, NC (Asheville) citing \$68.9 million in total economic activity (Full-Time Equivalent Jobs, Resident Household Incomes, and Revenue to Local and State Governments).

Artist occupations fall within the BLS category known as “professional and related occupations.” These jobs typically require high levels of education or specialized training. In 2003-2005, for example, 55 percent of the nation’s artists had a bachelor’s degree or higher level of education—nearly twice the rate as U.S. workers as a whole. Georgetown’s Center on Education and the Workforce has found that by 2018, more than 75 percent of jobs in the five fastest growing industries required a postsecondary education. And yet, according to the study, the U.S. will have a shortfall of three million degrees by 2018. Projected growth in such occupations will afford graduates of the MFA program flexibility in the marketplace. For example, potential areas of employment for graduates of this program include local and regional governments, non-profit organizations, community development, economic development, as well as education, culture and entertainment.

Within the cultural organizations in the Charlotte region, several have reviewed this proposed degree program and commented:

- *“Museums and Universities are changing in response to community needs. No longer is it enough to specialize in an area of expertise and practice within a ‘silo’. Young scholars and the broader community are also demanding aptitude in the practical application of that knowledge to benefit society...Succinctly put, there are not many MFA programs that include this broader approach as part of their charter or practice. UNC Charlotte could be at the forefront in thinking about the arts within the education track that mirrors where we are in practical application in the workforce. This is extremely important, and I think, would make your graduates highly desirable...”*

- _ Todd Herman, PhD, President & CEO / Mint Museums, Charlotte
- Commenting on the future potential to connect the MFA program to the Charlotte Mecklenburg Library, *“I can think immediately of the Library’s and the College of Arts + Architecture’s interests converging in three areas: Talent Acquisition, Joint Programming, and Community Design.*
- _ Lenoir C. Keesler, Jr., CEO / Charlotte Mecklenburg Library
- *“On behalf of Discovery Place [Science Museum], I am proud to support UNC-Charlotte’s plans to establish a Master of Fine Arts (MFA) program within the College of Arts + Architecture. The shift from learning in the traditional studio or rehearsal hall into learning with and from the community is imperative to our ever-changing cultural sector.”*
- _ Catherine Horne, President & CEO / Discovery Place
- *“The proposed MFA program would provide students the opportunity to gain firsthand experience developing and facilitating transformative arts-based projects and initiatives for communities across North Carolina. Through this form of experiential learning, students will develop creative problem-solving skills and understand the value of collaborative partnerships between the arts and civic sectors for the success and benefit of our communities.”*
- _ Wayne Martin, Executive Director / North Carolina Arts Council

These comments and studies reflect methodologies common to artists and designers as collaborators, provocateurs, and leaders of creative communities:

- Artists as Problem Solvers, ArtPlace: <https://www.artplaceamerica.org/blog/artists-problem-solvers>
- Why Artists Make Good Civic Leaders, ArtPlace: <https://www.artplaceamerica.org/blog/why-artists-make-good-civic-leaders-carlos-contreras>
- Artist-Municipal partnerships: <https://blog.americansforthearts.org/2018/12/03/inside-artist-municipal-partnerships>
- Boston’s city government “Artists in Residence” program: <https://www.boston.gov/departments/arts-and-culture/boston-artists-residence-air>
- Minneapolis “Creative City-Making”: <http://animatingdemocracy.org/resource/creative-citymaking-search-new-village>
- Arts &: A Creative Vision for St. Louis: <https://vision.racstl.org/vision/>;
- Artist-in-residence, Chattanooga DOT: <https://forecastpublicart.org/artists-in-the-dot/>

National enrollment, workforce, and economic data can be found at:

<https://datausa.io/profile/cip/visual-performing-arts#about>. This data shows an average salary (2017) for visual and performing artist graduates as \$58,627 and the most common occupations are Elementary & Middle School teachers, Graphic Designers, and Postsecondary teachers. The most specialized occupations for graduates include Graphic Designers, Commercial & Industrial Designers, Arts Production, and Music Directors/Composers. The number of Visual & Performing Arts graduates in the workforce has been growing at a rate of 5.42%, from 2.04M in 2017 to 2.15M in 2018.

Noteworthy, employment for arts graduates is also in non-arts fields as researched in 2014:

http://bfamfaphd.com/wp-content/uploads/2016/05/BFAMFAPhD_ArtistsReportBack2014-10.pdf. This demonstrates not only the employability of arts graduates but also their resiliency and diversity of opportunity over their lifetime to adjust their skillset according to context.

The College of Arts + Architecture has participated in the Strategic National Arts Alumni Project (SNAAP), administered through the University of Indiana, which provides key indicators of the career paths for arts graduates.⁸ SNAAP survey findings indicate that graduates with degrees in the arts gain the skills necessary for varied employment and the resilience to transfer those skills throughout their changing career.⁹ Key findings indicate that CoAA alumni identified specific areas as important and stated that they acquired these skills at UNC Charlotte: Artistic technique; Broad knowledge & education; Creative and critical thinking, analysis & problem solving; Improved work based on feedback from others. Based on these findings, the College has worked closely with community partners and the Career Center to develop and promote funded internships with local organizations and new networking opportunities for students in the fine and performing arts that build upon the skills identified in the survey data. Of these skills, Creative and critical thinking, Analysis & problem solving and Improved work based on feedback from others each provide key skills necessary for artistic work based in community centered practices. These attributes contribute to demand for advanced educational opportunities that purposefully connect students with community experiences as this program proposes.

VI. Costs, Funding, and Budget (*Maximum length 1,000 words*)

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:

i. **UNC Academic Program Costs**

Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc. funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

⁸ SNAAP is now managed as a three-way partnership between the University of Texas College of Fine Arts, the College of Fine and Applied Arts at the University of Illinois at Urbana-Champaign, and Arts + Design Alumni Research. The SNAAP survey will run again in fall 2022 and UNC Charlotte's CoAA has already registered to participate; the CoAA has participated twice in the survey to date (2011 and 2015).

⁹ See: SNAAP See Data Briefs: <http://snaap.indiana.edu/usingSNAAPData/valueForTheField/databriefs.cfm>

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

The proposed program will be managed by the College's newly appointed MFA Program Director (with support from the Associate Dean for Research and Graduate Programs, [ADR GP], whose job description includes oversight, support and ongoing evaluation of graduate degree programs in the College). In this role, the MFA Program Director (MFA PD) will serve as the Director of this interdisciplinary degree and as the primary academic advisor for MFA students. The MFA PD will work closely with the College's existing Assistant Dean for Advising and Assessment and ADR GP to ensure appropriate and timely advising is delivered to students. No new EHRA or SHRA positions will be needed to support this program. Program administration, including organization of applications and admissions processes, will be overseen by the MFA PD and the college's ADR in collaboration with the Chairs and Director of each supporting academic unit.

Given the anticipated small size of the first graduate MFA cohort, new resources will not be needed at the program's inception, except as noted for marketing and communications. Additionally, this program will initially build upon existing courses thereby minimizing the need for new classes. Therefore, our existing resources are adequate to support this new MFA program when it is launched.

In Years 1 through 4, the MFA's enrollment will not have a significant impact upon faculty course load or service. We anticipate that 4 to 6 students will enroll in the program's first year and that the program will grow to a cohort of 10 to 12 by year 5.¹⁰ At that time, 1 new tenure track faculty line will be needed to support anticipated enrollment growth beyond year 5. This will be due to the fact that, in addition to

¹⁰ Program viability requires that the MFA graduate an average of 7 students/year in a five-year period as a minimum once the program has been established and once it has reached full enrollment. While this leaves little margin for attrition, CoAA graduate student retention rates have historically been high; CoAA 1-year "persistence rates" (term used by the Graduate School for continued enrollment or degree completion) for the years 2010 to 2019 average 88.7% (see UNC Charlotte Institutional Research Analytics-Graduate Level Retention and Graduation Dashboard: Fall Retention and Persistence Rate Tables, <https://ir-analytics.charlotte.edu/tableau/graduate-level-retention-and-graduation-dashboard>).

student advisement needs, a new faculty member will fill roles that will benefit the program and its future growth: this new faculty line will provide curricular support through the development of new courses as well as additional support for community-engaged activities and internship development, which will be central to the proposed MFA educational experience. As a program that will be built upon “community centered practices,” appropriate partnerships will be needed and the development and maintenance of external community partnerships will require significant time and care. With appropriate resources, the MFA program will be positioned to grow in enrollment but that enrollment growth will also require a growth in partnerships through which each student’s community centered work can be enacted. A limited number of community partnerships can be developed and managed by the MFA Program Director; however, when combined with advising and teaching loads, the supervision of partnerships, curricular programming and other service needs will exceed the MFA PD’s capacity once the cohort of students grows beyond 6 to 8 students.

ii. UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, but 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

As a new graduate program, the proposed MFA will generate new graduate-level FTE funding for the College. Currently, only one unit in the College (Architecture) offers graduate programs. This proposed MFA will introduce a new interdisciplinary degree path and a new cohort of graduate students within the College.

As an interdisciplinary program supported by five academic units, the teaching load for this MFA will be absorbed in whole by the present faculty within the College (Art and Art History, Dance, Music, Theater, and Architecture). Existing CoAA courses provide the basis for new graduate course sections to be introduced, which will be cross-listed (including appropriate course numbering and syllabi requirements) in order to both extend the College's existing offerings and to engender interaction between MFA and other CoAA students. At the program's inception, a set of new graduate course sections will represent only a nominal increase in student enrollment per course. However, as the MFA program grows, new and specialized courses may be needed and that will represent a new set of resource needs.

- b. Based on the institution's estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:
- i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

As a new graduate program, the MFA will generate new tuition revenue. The Dean of the College of Arts + Architecture is responsible for determining the utilization of general funds allocated to college by the Division of Academic Affairs and all student fees.

This program will further the College's goals of increasing scholarly activity through the introduction of a new graduate students and through community-engaged research enhancing connections with a broader range of community partners (municipal offices, community groups, not for profit organizations) as an integral part of the curricular experiences of students in the program.

- ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

The program will request enrollment increase funding through the yearly budget review process conducted by the College and Academic Affairs. As enrollment increases, corresponding increases in Student Credit Hours (SCH) will be reviewed in the Dean's office and examined in light of the UNC System Office funding formula. These funds, if available, will be used to hire additional faculty as "joint appointments" between existing College departments in order to support this interdisciplinary MFA program.

The College will request funding for recruitment and advertising of the new MFA program in its first five years, managed by the Associate Dean for Research with input by the unit Chairs.

iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.

1. State the amount of tuition differential or program-specific fees that will be requested.

Existing graduate programs in the College carry a tuition differential of \$875.00 per semester (\$1750 per year; fall/spring) and the MFA will also carry this tuition differential. All programs within the College also carry a Major fee of \$125.00 per semester (fall/spring; \$250.00 per academic year). Total college-level fees for the MFA will be \$1000 per semester.

2. Describe specifically how the campus will spend the revenues generated.

Fees are used to support scholarships and student enrichment programs. A portion of these funds will be used to enhance classroom technology available to students including the acquisition and maintenance of state-of-the-art digital tools and equipment and specialized software licenses among other technical needs. This increment will also help support graduate research.

The Major fee supports free entry to all performances and events each semester for each student within the College. This fee also supports a CoAA paid internship program that places students in roles within local arts organizations and is coordinated through the College. The College fee also supports student services and professional development through advising, orientation programs, lectures, and other educational or networking opportunities conducted jointly with local area organizations.

c. Provide a description of how the program can be implemented and sustained if enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

As an interdisciplinary program, faculty from each unit within the College will provide support through existing and/or new course sections at the graduate level that extend the content offered by courses within the College. Existing physical resources currently support the various disciplines within the College and have the capacity to support a cohort of new graduate students. Additionally, existing courses in other degree programs will provide elective classes for MFA students and will foster interdisciplinary research opportunities. For example, the proposed Master of Fine Arts in Community-Centered Practices will have access to coursework in areas such as applied anthropology, sociology, business, public policy, or education in order to provide students with specific community-engagement tools that will provide depth to their creative research activities.¹¹ Letters of support from Colleges and Programs have been secured; reception to requests for collaboration with the proposed MFA program have been

¹¹ Courses from a range of disciplines will be available to MFA students, which will offer subject area content needed to support the research interests of each student; letters of support from Colleges and Programs have been secured and opportunities for research collaborations are on-going.



very positive and discussions regarding research collaborations are on-going. Thus, the proposed MFA will build upon existing graduate courses in areas that compliment a student's project-specific interests.

However, without additional funding for advertising and recruitment, the pace of growth for the program will be slowed.

VII. Contact: (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Dean, College of Arts + Architecture	Brook Muller	Bmuller7@uncc.edu	704.687.0090
Associate Dean for Research & Graduate Programs	José Gámez	jlgamez@uncc.edu	704.687.0104
Master of Arts in Community Centered Practices Program Director	Carlos Alexis Cruz	ccruzas@uncc.edu	704.687.1486
Director of Communications & External Relations	Meg Whalen	Meg.whalen@uncc.edu	704.687.0878
Assistant Dean for Advising & Assessment	Elena Payne-Wiens	epaynewi@uncc.edu	704.687.0876

Signatures. This Request for Preliminary Authorization has been reviewed and approved by the appropriate institutional committees and authorities and has my support.

Position Title	Signature	Date
Chancellor		7/12/22
Provost		7/11/22

Cost Category *	Cost Sub-Category	Start-up Costs **	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
Tenure/Tenure-Track Faculty	New		\$ -				\$ -	\$ -
	Reallocated		\$ -					\$ -
Non Tenure-Track Faculty	New		\$ -	\$ 5,000	\$ 5,000	\$ 6,000	\$ 8,000	\$ 24,000
	Reallocated		\$ -					\$ -
Graduate Student Support	New		\$ -	\$ 5,000	\$ 5,000	\$ 6,000	\$ 7,500	\$ 23,500
	Reallocated		\$ -					\$ -
EHRA Non-Faculty Positions	New		\$ -					\$ -
	Reallocated		\$ -					\$ -
SHRA Non-Faculty Positions	New		\$ -					\$ -
	Reallocated		\$ -					\$ -
Student Support (Scholarships)			\$ 2,000	\$ 4,000	\$ 5,000	\$ 5,000	\$ 6,000	\$ 22,000
Libraries			\$ -					\$ -
Supplies and Materials			\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 4,000	\$ 10,000
Travel, Communications, and Fixed Charges			\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000
Equipment and Technology			\$ -	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 6,000
Facility Repair and Renovation			\$ -			\$ 2,000	\$ 2,360	\$ 4,360
Facility New Construction or Expansion			\$ -					\$ -
Other (Identify): Advertising			\$ 2,000	\$ 3,316	\$ 3,702	\$ 4,088	\$ 4,000	\$ 17,106
TOTALS			\$ 6,000	\$ 21,316	\$ 24,702	\$ 29,088	\$ 35,860	\$ 116,966

* For personnel, include all salary and benefit expenses

** For start-up costs, include all costs incurred prior to the first year of student enrollments

Student Scholarship Support:

Scholarship funding generated by Tuition Differential Increment to be awarded as recruitment incentive.

Note: The balance of Tuition Differential Increment Funds generated will go towards student enrichment through workshops, community-engaged research support, instructional support, etc.

Note: A New Tenure Track Line will be needed in year 6 to support additional growth in the MFA program.

Instructional Position Salary rate and Other Academic Costs projected at \$94633 (\$65,312 salary plus \$29321 in Other Academic Costs)



UNC CHARLOTTE

Student Learning Outcomes Assessment Plan

College: College of Arts + Architecture

Department: N/A (Interdisciplinary Program)

Degree Program: Master, Fine Arts in Community Centered Practices

Fall 2024 is the anticipated implementation term for this degree.

Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

Demonstrate a clear understanding of historical arts practices that have focused on issues of racial equity, social justice, ethical responsibilities, and community health.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

Term project (10-page critical essay including interview) and presentation from CoAA 5601: History & Theory of Community Centered Art Practices

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Term project and final presentation from CoAA 5601: History & Theory of Community Centered Art Practices will be assessed each fall term by the MFA Graduate Program Director and/or course instructor. Student progress will be discussed each spring term by the MFA Graduate Program Director, Associate Dean for Research and Graduate Programs and key CoAA faculty to determine if/when improvements may be needed.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric*

100% of students should score a B or higher.

Student Learning Outcome 2

(knowledge, skill or ability to be assessed)

Analyze and critique specific collaborative partnerships that integrate arts and civic practice.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

Term project (10-page critical essay including interview) and presentation from CoAA 5601: History & Theory of Community Centered Art Practices

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Term project and final presentation from CoAA 5601: History & Theory of Community Centered Art Practices will be assessed each fall term by the MFA Graduate Program Director and/or course instructor. Student progress will be discussed each spring term by the MFA Graduate Program Director, Associate Dean for Research and Graduate Programs and key CoAA faculty to determine if/when improvements may be needed.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.*

100% of students should score a B or higher.

Student Learning Outcome 3

(knowledge, skill or ability to be assessed)

Devise potential community-centered arts actions that support racial equity, self-determination, economic opportunity, and social well-being, and demonstrate professional and ethical responsibility in designing community partnerships.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

Design portfolios/capstone project report from COAA 6901 Independent Capstone Project in Community Centered Arts Practices

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Design portfolio/capstone project report from CoAA 6901: COAA 6901 Independent Capstone Project in Community Centered Arts Practices will be assessed each fall term by the MFA Graduate Program Director and capstone advisors. Student progress will be discussed each spring term by the MFA Graduate Program Director, Associate Dean for Research and Graduate Programs and key CoAA faculty to determine if/when improvements may be needed.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric*

100% of students should score a B or higher.

Copy and paste the format above for additional student learning outcomes as needed

MFA Program Student Learning Outcomes Assessment Plan

Minimum and Recommended Numbers of Program Student Learning Outcomes

- **Undergraduate Programs:** A minimum of 4 SLOs to include 1 SLO for written communications, 1 SLO for oral communications, 1 SLO for critical thinking, and 1 discipline-specific SLO are required; 5-6 SLOs are recommended to allow for 2-3 discipline-specific SLOs. One additional SLO is required for each concentration in a degree program.
- **Graduate degree Programs:** A minimum of 2 discipline-specific SLOs are required but 3-4 discipline-specific SLOs are recommended. One additional SLO is necessary for each concentration in the degree program.
- **Undergraduate and graduate certificate programs:** A minimum of 1 discipline specific SLO is required; 2-3 discipline-specific SLOs are recommended. If the certificate is associated with a program, SLOs may be repeated.
- **Concentrations:** A minimum of 1 discipline specific SLO is required but 2-3 SLOs are recommended.

MFA in Community Centered Practices Student Learning Outcomes

Required Courses	Intended Student Learning Outcomes		
	SLO 1	SLO 2	SLO 3
CoAA 5601	I, A	I, A	
CoAA 5800	P	P	
CoAA 5801	P	P	I
CoAA 5901	P	P	P
CoAA 6901	M, A	M, A	M, A

Key:

I =
Introduced

P =
Practiced,
Reinforced

M =
Mastered/
Applied at
advanced
level

A =
Assessed

Student Learning Outcome Statement #1

Describe what a student will know and be able to do as a result of the educational program.

SLO 1: Demonstrate a clear understanding of historical arts practices that have focused on issues of racial equity, social justice, ethical responsibilities, and community health.

1.1 Plan for Current Year - Effectiveness Measure

Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated. Scoring rubrics should be uploaded in the Supporting Documentation section below.

- Term project (10-page critical essay including interview) and presentation from CoAA 5601: History & Theory of Community Centered Art Practices
 - Each student will also produce a critical essay (10 pages) that includes an interview with at least 1 stakeholder (artist/organizer/participant) from a community-based case study exploring the role of art/artist in the context of a socially engaged practice or project.
- Evaluation Criteria
 - a) understanding of the motivation and/or intention that promoted the project;
 - b) identification of the practical methods the social practice that artists used;
 - c) analysis of the implications the artistic interventions have in a given context or community;
 - d) analysis of a project's, artist's or community's goals and the metrics they have established for its evaluation.

1.2 Plan for Current Academic Year – Methodology

Describe how the assessment was administered and evaluated.

- Final presentation(s) from CoAA 5601: History & Theory of Community Centered Art Practices will be assessed each fall term by the MFA Graduate Program Director and/or course instructor through end-of-term course critique/reviews.
- Term project/paper from CoAA 5601: History & Theory of Community Centered Art Practices will be assessed each fall term by the course instructor and written assessments will be provided to the MFA Graduate Program Director.
- Student progress will be discussed each spring term by the MFA Graduate Program Director, Associate Dean for Research and Graduate Programs and key CoAA faculty to determine if/when improvements may be needed.

1.3 Plan for Current Academic Year - Expected Performance Outcome

Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

- 90% of students should score a B or higher.

Student Learning Outcome Statement #2

Describe what a student will know and be able to do as a result of the educational program.

- **SLO 2:** Analyze and critique specific collaborative partnerships that integrate arts and civic practice

1.1 Plan for Current Year - Effectiveness Measure

Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated. Scoring rubrics should be uploaded in the Supporting Documentation section below.

- Term project (10-page critical essay including interview) and presentation from CoAA 5601: History & Theory of Community Centered Art Practices
 - Each student will also produce a critical essay (10 pages) that includes an interview with at least 1 stakeholder (artist/organizer/participant) from a community-based case study exploring the role of art/artist in the context of a socially engaged practice or project.
- Evaluation Criteria
 - a) understanding of the motivation and/or intention that promoted the project;
 - b) identification of the practical methods the social practice that artists used;
 - c) analysis of the implications the artistic interventions have in a given context or community;
 - d) analysis of a project's, artist's or community's goals and the metrics they have established for its evaluation.

1.2 Plan for Current Academic Year – Methodology

Describe how the assessment was administered and evaluated.

- Final presentation(s) from CoAA 5601: History & Theory of Community Centered Art Practices will be assessed each fall term by the MFA Graduate Program Director and/or course instructor through end-of-term course critique/reviews.
- Term project/paper from CoAA 5601: History & Theory of Community Centered Art Practices will be assessed each fall term by the course instructor and written assessments will be provided to the MFA Graduate Program Director.
- Student progress will be discussed each spring term by the MFA Graduate Program Director, Associate Dean for Research and Graduate Programs and key CoAA faculty to determine if/when improvements may be needed.

1.3 Plan for Current Academic Year - Expected Performance Outcome

Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

- 90% of students should score a B or higher

Student Learning Outcome Statement #3

Describe what a student will know and be able to do as a result of the educational program.

- **SLO 3:** Devise potential community-centered arts actions that support racial equity, self-determination, economic opportunity, and social well-being, and demonstrate professional and ethical responsibility in designing community partnerships.

1.1 Plan for Current Year - Effectiveness Measure

Identify the data collection instrument(s), e.g., exam, project, paper, used to assess acquisition of this SLO and explain how it assesses the desired knowledge, skill or ability. The effectiveness measure should be an authentic and valid measure of the knowledge, skills and abilities listed in the SLO. Scoring rubrics must detail the criteria on which students are evaluated. Scoring rubrics should be uploaded in the Supporting Documentation section below.

- In this course, students will: define methods of community engagement; generate research and engagement parameters; identify disciplinary techniques; and establish the cultural and disciplinary frameworks for a significant cultural intervention in a specific place, community, or through a specific community-centered partnership.
- Evaluation Criteria
 - a) understanding of the motivation and/or intention needed for a collaborative project within the context of a specific community, organization and/or context;
 - b) identification and application of practical methods in the social practice of art;
 - c) analysis of the implications the artistic interventions have in a given context or community;
 - d) analysis of a project's, artist's or community's goals and the establishment of metrics to be used for its evaluation.

1.2 Plan for Current Academic Year – Methodology

Describe how the assessment was administered and evaluated.

- Capstone project presentations from CoAA 6901: COAA 6901 Independent Capstone Project in Community Centered Arts Practices will be assessed each fall term by the MFA Graduate Program Director and capstone advisor(s) through end-of-term course critiques/reviews.
- Design portfolio/capstone project report from CoAA 6901: COAA 6901 Independent Capstone Project in Community Centered Arts Practices will be assessed each fall term by the MFA Graduate Program Director and capstone advisor(s) in consultation.
- Student progress will be discussed each spring term by the MFA Graduate Program Director, Associate Dean for Research and Graduate Programs and key CoAA faculty to determine if/when improvements may be needed.

1.3 Plan for Current Academic Year - Expected Performance Outcome

Clearly state the percentage of students you expect to show a specific level of proficiency. For example, "We expect 90% of students in capstone course to achieve "Acceptable" or higher on each Oral Communication Rubric criterion.

Note: The performance outcome should be aspirational and achievable.

- 90% of students should score a B or higher.

CoAA 5601: History & Theory of Community Centered Art Practices

- **SLO 1:** Demonstrate a clear understanding of historical arts practices that have focused on issues of equity, ethical responsibilities, socioeconomic mobility, civic practice and community health.

Assignments

Each student will generate at least one question or observation for each week's reading, viewing, and/or activity to be shared with the full class.

Each student will also produce a critical essay (10 pages) that includes an interview with at least 1 stakeholder (artist/organizer/participant) from a community-based case study exploring the role of art/artist in the context of a socially engaged practice or project. Each student is also responsible for creating a series of 4-6 questions that will frame the interview to be reviewed by the Professor (instructor approval also required before engaging an interviewee).

The ten-page essay will be evaluated in two stages:

1. Mid-term draft that includes:
 - a. a discussion of a community-based case study within the context of the history of community-centered art practices;
 - b. 4 to 6 draft interview questions intended to be addressed by a community-based stakeholder.
2. A final essay to be reviewed at the end of the semester:
 - a. The final essay describes:
 - i. the motivation and/or intention that promoted the project;
 - ii. the practical methods the social practice that artists used;
 - iii. the implications the artistic interventions have in a given context or community;
 - iv. analysis of a project's, artist's or community's goals and the metrics they have established for its evaluation.

COAA 5801 Directed Interdisciplinary Study – Arts in Community

- **SLO 2:** Analyze and critique specific collaborative partnerships that integrate arts and civic practice.

Assignments

Each student will develop a presentation studying active organizations currently engaged in clear collaborative partnerships with other groups, looking to dissect their methodology by highlighting their clear successes and look for way in which the community value will always be centered. We will try to center Charlotte/Mecklenburg based programs as case studies for this assignment.

This is a visual digital presentation, to be executed in the latter part of the Semester.

The presentation must include:

- a. the motivation and/or intention of the project – main mission.
- b. the practical methods in Civic Practice that artists used.
- c. the implications the artistic interventions each step of the way in this particular project.

- d. analysis of a project's success and its impact within its community.
- e. It's potential to be duplicated in other community sectors.

COAA 6901 Independent Capstone Project in Community Centered Arts Practices

- **SLO 3:** Devise potential community-centered arts Project or actions that support equity, economic opportunity, and social well-being while demonstrating professional and ethical responsibility in designing community partnerships.

Schedule and Assignments

Student progress toward SLO 3 will be assessed at various stages of the capstone process:

- Weeks 1-4: Project planning, scheduling and initial implementation steps.
- Weeks 5-8: Project development and Mid-Term progress presentation.
- Weeks 9-13: Major project development and execution.
- Weeks 14-15: Finalization of Capstone Project and Report Presentation.

Capstone report describes:

- a) the motivation and/or intention that promoted the project;
- b) the practical methods the social practice that artists used;
- c) the implications the artistic interventions have in a given context or community;
- d) analysis of a project's, artist's or community's goals and the metrics they have established for its evaluation.

College of Arts + Architecture

APPENDIX: MFA SLO 1 & 2

Academic Program: Master of Fine Arts in Community Centered Practices

Student Learning Outcomes 1 & 2: History & Theory of Community Centered Art Practices

The products evaluated for the MFA in Community Centered Practices - Student Learning Outcome 1 are comprised of assignments and presentations completed for CoAA 5601: **History & Theory of Community Centered Art Practices**. Assignments include: weekly in-class discussion question/prompt; 4 to 6 interview questions; 1 community-based interview; 1 ten-page essay. Two specific criteria are measured: understanding of the history, theory and context of community-centered art practices; and an understanding of the potential impacts that community-centered practices may have on communities (equity, health, economic mobility). Each is evaluated using a 4-point scale (4 – “Commendable”; 3 – “Satisfactory”; 2 – “Marginal”; 1 – “Unsatisfactory”). Evaluative criteria for this scale are defined below.

<p>Student Learning Outcome 1 & 2: Part 1 – Understanding of history, theory and context. Assessment Vehicle: Mid-term draft of term paper/essay</p> <p>Definition: Ability to articulate an understanding of the history, theory and context of community-centered art practices.</p> <p>Product: Draft essay and draft interview questions presented and discussed at a mid-term presentation.</p>				
	<p>1: Unsatisfactory</p> <p>No knowledge or understanding of community centered art practices.</p>	<p>2: Marginal</p> <p>Minimal knowledge or understanding of community centered art practices and their potential impacts on communities.</p>	<p>3: Satisfactory</p> <p>Good demonstration of knowledge and understanding of community center art practices and their potential impacts on communities. Well defined interview questions and clear understanding of ethical contexts within which artists in community must work.</p>	<p>4: Commendable</p> <p>Strong demonstration of knowledge and understanding of community center art practices and their potential impacts on communities. Well defined interview questions and strong understanding of ethical contexts within which artists in community must work.</p>
<p>Student Learning Outcome 1 & 2: Part 2 – Ability to analyze, critique integrated art and civic practices. Assessment Vehicle: Final term paper/essay</p> <p>Definition: Ability to analyze and critique specific collaborative partnerships that integrate arts and civic practice.</p> <p>Product: Final essay (including final interview questions, interview discussion and analysis) presented and discussed at a final presentation.</p>				
	<p>1: Unsatisfactory</p> <p>No knowledge or understanding of community centered art practices; no demonstrated ability to analyze, critique integrated art and civic practices; no effort demonstrated to address feedback from mid-term.</p>	<p>2: Marginal</p> <p>Minimal knowledge or understanding of community centered art practices and their potential impacts on communities; little demonstrated ability to analyze, critique integrated art and civic practices. Little development indicated from the mid-term.</p>	<p>3: Satisfactory</p> <p>Good demonstration of knowledge and understanding of community center art practices and their potential impacts on communities. Well defined interview questions and clear understanding of ethical contexts within which artists in community must work. Demonstrated ability to analyze, critique integrated art and civic practices. Clear progress and improvement since mid-term.</p>	<p>4: Commendable</p> <p>Strong demonstration of knowledge and understanding of community center art practices and their potential impacts on communities. Well defined interview questions and strong understanding of ethical contexts within which artists in community must work. Well-demonstrated ability to analyze, critique integrated art and civic practices. Significant improvement from mid-term.</p>

College of Arts + Architecture

Academic Program: Master of Fine Arts in Community Centered Practices

Student Learning Outcomes 1 & 2: History & Theory of Community Centered Art Practices

APPENDIX: MFA SLO 1 & 2

Master of Fine Arts in Community Centered Practices Degree Requirements

The M.F.A. program requires a minimum of 36 hours to be completed. There are two study options: (1) a full-time program that can be completed in three consecutive semesters (Fall-Spring-Summer), or (2) a part-time option for working professionals that may be completed generally within two years. However, part-time students should note that the summer curriculum may involve off-campus and/or international experiences, which must be taken as a part of the overall program commitment.

Students may also pursue dual degree options, such as the M.F.A./ M.U.D program, which may be completed in three calendar years of full-time study. Dual degree options should be developed in consultation with the M.F.A. Graduate Program Director and are only available to full-time students.

A) Full-Time M.F.A. Option (36 credit hours)

Fall I (9 credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall	COAA 5800	Directed Independent Study - Community Centered Practices, Studio Practice (3)	Y	Y	This directed independent study enables individual study and in-depth analysis in a special area related to the interests of a graduate student and the expertise of a faculty advisor.
Fall	COAA 5601	History & Theory of Community Centered Art Practices (3)	Y	Y	This new course will provide a foundational survey of the theories and practices of activist, interventionist, public, participatory, and community-based art practices.
Fall	Required elective (3)	List of recommended electives below	Yes	No	

Spring (12 credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Spring	MUDD 5601	Community Planning Workshop (3)	Y	N	
Spring	COAA 5801	Directed Interdisciplinary Study – Arts in Community (6)	Y	Y	This directed interdisciplinary study enables individual study and in-depth analysis in special areas related to the

					interests of a graduate student, its direct relation to in-community practice, and the expertise of one or more faculty advisors.
Spring	Required elective (3)	List of recommended electives below	Y	N	

- Leadership or Research Methods Elective (3)*
 - Leadership
 - ELED 6260 History and Psychology of Racism (3)
 - MPAD 6311 Introduction to Nonprofit Management (3)
 - [MPAD 6142 - Grant Writing and Reporting](#)
 - [MPAD 6318 - Arts Administration and the Community](#)
 - Research Methods
 - [ANTH 5122 - Ethnographic Methods](#)
 - [MPAD 6125 - Research Methods for Public Administrators](#)

Summer Session I: (3 Credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Summer 1	MUDD 7120	Graduate Summer International Study	Y	N	

- Other TBD with consultation of MFA Graduate Program Director

Summer Session II: (6 Credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Summer 2	COAA 5901 (3)	Independent Research and Capstone Proposal in Community Centered	Y	Y	This course will assist the student with the necessary knowledge and execution of a Capstone Project Proposal in Community Centered Arts Practices.
Summer 2	Required elective (3)	List of recommended electives below	Y	N	

- Leadership or Policy Elective (3)*
 - [MPAD 6800 - Directed Study in Public Administration](#)
 - Other TBD with consultation of MFA Graduate Program Director

Fall II (6 credit hours)

Year 2	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall 2	COAA 6901 (3)	Independent Capstone Project in Community Centered Arts Practices	Y	Y	This course will assist the student with the necessary support for the execution of an Independent Capstone Project in Community Centered Arts Practices. In this course, students will: define methods of community engagement; generate research and engagement parameters; identify disciplinary techniques; and establish the cultural and disciplinary frameworks for a significant cultural intervention in a specific place, community, or through a specific community-centered partnership.

*Elective Courses are available in a wide variety of topical subjects and are offered through several departments in the college and university. These courses complement the core courses M.F.A. courses and allow students to pursue their specific interests. Students are encouraged to seek electives that develop their understanding of public policy, local communities and related issues that will connect their creative work to community partner needs.

B) Part-Time M.F.A. Option – 36 credit hours - 2.5 years

Year One

Fall I (6 credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall	COAA 5800	Directed Independent Study - Community Centered Practices, Studio Practice (3)	Y	Y	This directed independent study enables individual study and in-depth analysis in a special area related to the interests of a graduate student and the expertise of a faculty advisor.

Fall	COAA 5601	History & Theory of Community Centered Art Practices (3)	Y	Y	This new course will provide a foundational survey of the theories and practices of activist, interventionist, public, participatory, and community-based art practices.
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Spring (6 Credit hours)

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Spring	MUDD 5601	Community Planning Workshop (3)	Y	N	
Spring	Required elective (3)	List of recommended electives below	Y	N	

Summer Session I: (3 Credit hours)

- Open Elective:

Year 1	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Summer 1	MUDD 7120	Graduate Summer International Study	Y	N	

- Other TBD with consultation of MFA Graduate Program Director
 - McColl Visiting Artist Seminar

Year Two

Year 2	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall	COAA 5801	Directed Interdisciplinary Study – Arts in Community (3)	Y	Y	This directed interdisciplinary study enables individual study and in-depth analysis in special areas related to the interests of a graduate student, its direct relation to in-community practice, and the expertise of one or more faculty advisors.
Fall	Elective (3)	List of recommended electives below	Y	N	

- Leadership or Research Methods Elective (3)*
 - Leadership
 - ELED 6260 History and Psychology of Racism (3)
 - MPAD 6311 Introduction to Nonprofit Management (3)
 - [MPAD 6142 - Grant Writing and Reporting](#)
 - [MPAD 6318 - Arts Administration and the Community](#)
 - Research Methods
 - [ANTH 5122 - Ethnographic Methods](#)
 - [MPAD 6125 - Research Methods for Public Administrators](#)

Spring (6 Credit hours)

Year 2	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Spring	COAA 5801	Directed Interdisciplinary Study – Arts in Community (3)	Y	Y	Continuation. This directed interdisciplinary study enables individual study and in-depth analysis in special areas related to the interests of a graduate student, its direct relation to in-community practice, and the expertise of one or more faculty advisors.
Spring	Required elective	List of recommended electives below	Y	N	

- Leadership or Policy Elective (3)*
 - [MPAD 6800 - Directed Study in Public Administration](#)
 - Other TBD with consultation of MFA Graduate Program Director

Summer Session II (3 Credit hours)

Year 2	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Summer 2	COAA 5901 (3)	Independent Research and Capstone Proposal in Community Centered	Y	Y	This course will assist the student with the necessary knowledge and execution of a Capstone Project Proposal in Community Centered Arts Practices.

Year Three

Fall III (6 credit hours)

Year 3	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
Fall	COAA 6901 (3)	Independent Capstone Project in Community Centered Arts Practices	Y	Y	This course will assist the student with the necessary support for the execution of an Independent Capstone Project in Community Centered Arts Practices. In this course, students will: define methods of community engagement; generate research and engagement parameters; identify disciplinary techniques; and establish the cultural and disciplinary frameworks for a significant cultural intervention in a specific place, community, or through a specific community-centered partnership.

*Elective Courses are available in a wide variety of topical subjects and are offered through several departments in the college and university. These courses complement the core courses M.F.A. courses and allow students to pursue their specific interests. Students are encouraged to seek electives that develop their understanding of public policy, local communities and related issues that will connect their creative work to community partner needs.

Degree Total = 36 Credit Hours

All course numbering rules are set in accordance with [UNC Charlotte Academic Policy: Course Numbering and Status](#).

Market Analysis: Master's Degree in Community-Engaged Art

Prepared for the University of North Carolina, Charlotte

January 2018

In the following report, Hanover assesses demand for master's degree programs in community-engaged art, specifically highlighting demand trends within North and South Carolina. This report includes an examination of student and labor market demand, and an analysis of competitor programs.



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Executive Summary

Master's Degree in Community-Engaged Art

Key Findings & Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors

1

Despite mixed trends regarding student demand for advocacy and arts programs, the relative uniqueness of UNC Charlotte's proposed program would likely garner enrollment.

Data reflecting student demand for advocacy and arts master's degrees reveals mixed interest in these programs, with advocacy programs generally showing a decline and certain arts programs demonstrating growth. However, the CIP codes chosen for these analyses are not a perfect reflection of a community-engaged art program. Additionally, only seven other institutions in the nation offer a master's program similar to UNC Charlotte's proposed program. Moreover, all of these programs are located at least 400 miles from UNC Charlotte. Therefore, student demand for these programs in the Southeast has gone largely unmet and would continue to suffer if UNC Charlotte did not offer this program.

2

The Charlotte art landscape is conducive to job opportunities for graduates of a community-engaged art program.

A scan of Charlotte's available arts organizations and the labor market demand surrounding arts and advocacy positions in North and South Carolina revealed a positive outlook for these professionals. These occupations will grow at an average rate, experiencing 11.4 percent growth in the two states by 2024. In comparison, the overall projected job growth rate in the two states is 11.0 percent. Additionally, in the past 180 days, there were 164 openings for these types of occupations in the Charlotte-Concord area, suggesting that graduates of UNC Charlotte's program would likely be able to find employment in the immediate region.

Fast Facts

 **-15.2%**

Annualized growth rate of master's degrees related to community-engaged art in North and South Carolina between 2012 and 2016.

 **11.4%**

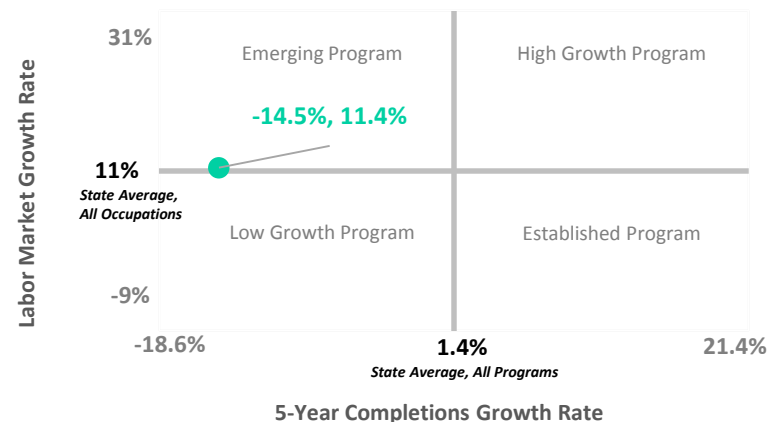
Projected growth rate of jobs related to community-engaged art between 2014 and 2024 in North and South Carolina.

 **7**

Number of institutions in the nation that offer a similar master's degree to the proposed program in community or socially-engaged art.

NC & SC Benchmark Analysis

Comparison of community advocacy completions and relevant labor market to all completions and all occupations in North and South Carolina



Program Demand Forecast

For community-engaged art programs in North and South Carolina

The uniqueness of UNC Charlotte's proposed program will likely lend itself to student enrollment and impact within the community.

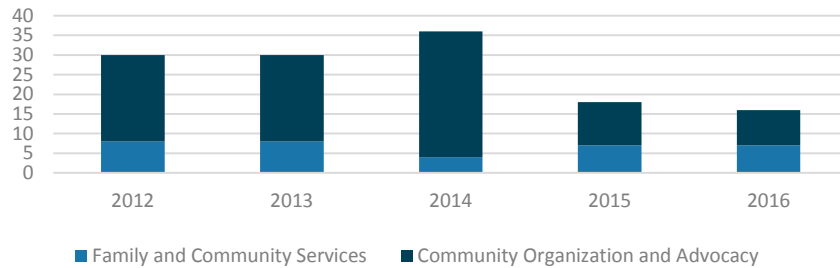
Due to the fact that the proposed program is relatively rare in the nation and UNC Charlotte's proximity to a major city, students will likely enroll in this program to get holistic training in the arts in the context of community advocacy.

Jobs in the Charlotte area related to community-engaged art are available in a variety of sectors.

Data taken from JobsEQ demonstrates that within the Charlotte-Concord area, jobs related to community-engaged art are available in sectors such as education, government, and advocacy.

NC & SC Degree Completion Volume

North and South Carolina distribution of degree completions from 2012 to 2016



Total Degree Completions

Aggregate degree completions by geographic level (2016)

	North & South Carolina	Southeast	National
Family and Community Services	7	44	238
Community Organization and Advocacy	9	115	553
Total	16	159	791
5-Year Growth Rate	-14.5%	8.9%	-3.1%

Source: IPEDS¹

Analysis of Findings

Data taken from the National Center for Education Statistics indicates that student demand for master's programs in community advocacy is declining.

IPEDS data demonstrates a 14.5 percent annualized decline in master's degree completions for programs related to community advocacy in North and South Carolina between 2012 and 2016. These statistics suggest that student interest in these programs has declined in this time period. However, the proposed program might attract students who otherwise would not have a way of studying this discipline, as there are few institutions that offer these programs across the two states and none in the immediate Charlotte area.

Art practice is becoming increasingly interdisciplinary and transdisciplinary, making UNC Charlotte's proposed program befitting of the current culture surrounding art.

A report released by the National Endowment for the Arts points to the idea of art as an interdisciplinary and transdisciplinary discipline. For example, many art schools encourage students to become proficient in multiple art forms and integrate these skills in creative projects. Additionally, artists will become necessary across multiple sectors, including the nonprofit, commercial, and community sectors.² UNC Charlotte's proposed program would fall in line with this data, preparing students for a career in interdisciplinary art and giving them the tools to work in art across multiple sectors.

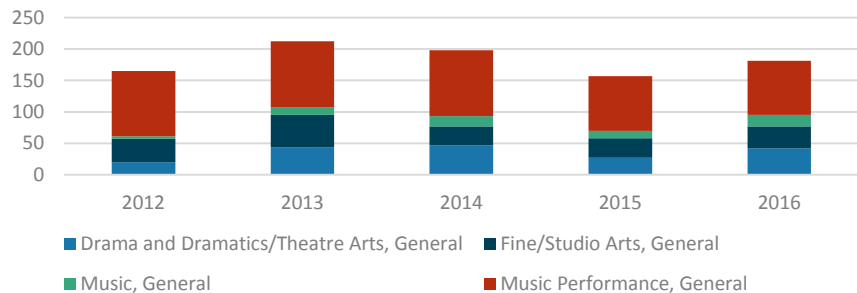
Methodology Note

The NCES CIP codes do not perfectly align with community-engaged art, so Hanover opted to look at community advocacy and arts programs separately. Additionally, due to the fact that the CIP codes do not match perfectly, the CIP codes included in this analysis have been chosen as a proxy for UNC Charlotte's proposed program.

Viable Arts Programs

The fastest-growing and highest-volume arts programs in North and South Carolina are drama, fine/studio arts, music, and music performance.

The graph below demonstrates the fastest-growing or highest-volume fields within the arts in North and South Carolina. The fastest-growing programs are general dramatic arts and music programs, whereas the highest volume programs are music performance, drama, and fine/studio arts. Based on these degree conferrals trends, UNC Charlotte's plan to incorporate these degree fields into its proposed community-engaged art program is likely to generate the strongest interest from across local arts communities.



	North & South Carolina	Southeast	National
Drama and Dramatics/Theatre Arts, General	42	228	935
Fine/Studio Arts, General	35	141	1,409
Music, General	18	356	1,893
Music Performance, General	86	393	2,358
Total	181	1,118	6,595
5-Year Growth Rate	2.3%	-0.6%	-1.3%

Methodology Note

For analyses of art programs, Hanover examined all programs for CIP codes that began with 50 (Visual and Performing Arts) in North and South Carolina and chose to highlight individual 6-digit codes based on CAGR or 2016 degree conferral volume.

Organizations for the Arts in North Carolina

Arts programs within North Carolina have been established through schools, museums, and private foundations, all of which contribute to North Carolina's art culture.

North Carolina's arts culture is robust, with contributors that encompass schools, museums, and private arts organizations. While UNC Charlotte's proposed program is unique within the state, institutions such as the University of North Carolina School of the Arts offer art classes in all disciplines for students from the high-school level to the master's level.³

Additionally, throughout North Carolina, many private organizations and foundations offer art classes across all disciplines. Although UNC Charlotte is situated in a city with a unique and thriving art culture, these organizations enable students to acquire experience in this field all across North Carolina. In particular, Chapel Hill and Winston-Salem both have vibrant art communities.⁴ UNC Charlotte could consider forming partnerships with organizations across the state to give students more options in terms of job placement and location after graduation.

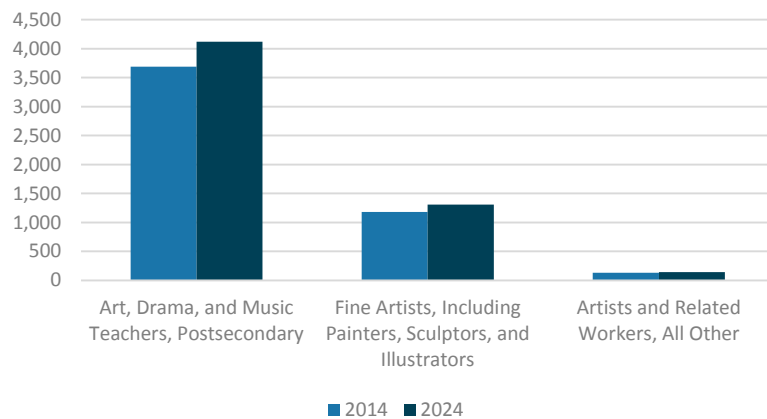
Art Applications

Participating in the arts in one's community is statistically correlated with positive behavior in the following areas, according to reports authored by the National Endowment for the Arts:⁵

- Voting**
 - 73% of arts participators vote compared to 63% of non-arts participators
- Athletics**
 - 50% of arts participators also go to community sports events compared to 20% of non-arts participators
- Volunteering**
 - 57% of arts participators volunteer at least once a year compared to under 22% of non-arts participators

NC & SC Current and Projected Job Availability

North & South Carolina community-engaged art-related positions as of 2014 and 2024 (projected)



Total Labor Market

Aggregate community-engaged art-related job availability by geographic level

	North & South Carolina	Southeast	National
Baseline Year Employment	5,000	26,670	163,300
10-Year Projected Employment	5,570	30,380	181,300
Growth Rate	11.4%	13.9%	11.0%
Total Annual Openings	150	860	14,800

Source: Projections Central⁶

Analysis of Findings

Despite a decrease in student demand for these programs, the labor market demand for positions related to community-engaged art is expected to grow.

Jobs for community-engaged arts positions will grow at an average rate in North and South Carolina, at 11.4 percent compared to an average national expected growth rate of 11.0 percent by 2024. These figures suggest that students who graduate from community-engaged art programs will likely find employment in this field post-graduation.

In addition to the arts professions shown to the left, the need for social and community service managers will grow.

The Bureau of Labor Statistics' Occupational Outlook Handbook projects that need for social and community service managers will increase in response to a growing aging population.⁷ However, this work can be applied to multiple populations and groups. Therefore, professionals trained to be social and community service managers can also focus within the arts, making UNC Charlotte's master's program in community-engaged art applicable for these individuals.

In the past 180 days, there were 164 job openings for positions related to community-engaged art in the Charlotte-Concord area.

Data taken from JobsEQ demonstrates a little over 150 job openings for these professionals in the Charlotte area. UNC Charlotte tops the list with the greatest number of available positions, followed by organizations such as the YMCA, Winthrop University, and the state of South Carolina.⁸ This sampling of employers reveals that graduates of this program would likely be able to find employment in a variety of sectors, including government, advocacy organizations, and educational institutions.

Methodology Note

State and region occupational employment projections correspond to 2014 to 2024 projections. National projections correspond to 2016 to 2026.

Competitor Benchmarking Scan

Master's Degree in Community-Engaged Art

National Competitor Scan

Institution	Program	Distance from UNC Charlotte (miles)	State	Delivery Format	Credit Hours	Tuition (In-state)	Unique Features
Lesley University	MEd, Arts, Community, & Education	861	MA	On-campus	36	\$35,100	<ul style="list-style-type: none"> Five Specializations Research/Field Experiences Required
Maryland Institute College of the Arts	MFA, Community Arts	435	MD	On-campus	63-66	\$90,580	<ul style="list-style-type: none"> Two Tracks POWER Speaker Series
Moore College of Art and Design	MA, Socially-Engaged Art	513	PA	On-campus	30	\$42,500	<ul style="list-style-type: none"> Experiential Learning Course 4+1 Combined BFA/MA Program
New York University	MA, Art, Education & Community Practice	644	NY	On-campus	30-34	\$49,800-\$56,440	<ul style="list-style-type: none"> Guest Speaker Series
Otis College of Art and Design	MFA, Fine Arts Emphasis in Art + Social Practice	2,441	CA	On-campus	60	\$77,680	<ul style="list-style-type: none"> Visiting Lecture Series
Portland State University	MFA, Social Practice	2,761	OR	On-campus	90	\$30,708	<ul style="list-style-type: none"> Annual Event at Portland Art Museum Final Project Presentation
University of Indianapolis	MA, Social Practice Art	578	IN	On-campus	30	\$18,420	<ul style="list-style-type: none"> Social Practice Art Practicum Thesis Research & Project

Common Program Characteristics

Master's Degree in Community-Engaged Art

Competitor Analysis

Based on an analysis of state, regional, and national peers, Hanover concludes the following:

UNC Charlotte's proposed program is relatively unique in structure, indicating that it will be a pioneer in this field.

Few other institutions in the United States offer a program similar to what UNC Charlotte is proposing for its master's degree in community-engaged art. Therefore, in spite of potentially declining student demand, UNC Charlotte would likely garner enrollment for this program. However, the program should focus on arts disciplines that are currently growing in North and South Carolina, such as the fine/studio arts, drama, and music performance.

Other institutions offer comparable programs that blend one art form and community advocacy. However, UNC Charlotte's proposed integrative curriculum of incorporating all major art forms has not been implemented by other higher education institutions to date. Therefore, based on a scan of regional and national peers, Hanover concludes that UNC Charlotte would be a pioneer in this field due to the interdisciplinary structure of its program.

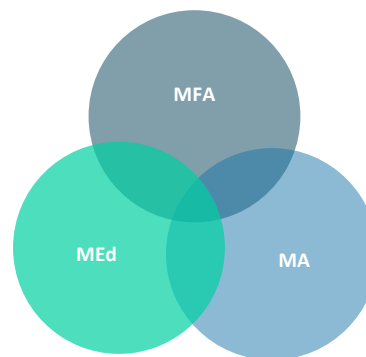
Origin of Community-Engaged Art Programs

California College of the Arts was the first institution to begin a similar program to UNC Charlotte's proposed program.

In 2005, California College of the Arts (CCA) began a Social Impact concentration within its Master of Fine Arts program. Since then, at least seven other arts institutions and universities have started incorporating social impact and community engaged art into their MA or MFA curriculums.¹⁰ Since 2005, CCA's MFA curriculum has evolved to incorporate courses in community-engaged art and the institution has eliminated the concentration from its program. However, Hanover examined CCA's program to understand the basis for which other institutions established their own programs in this area.

Program Structure

Approximately half of competing institutions offer a MFA program and the other half offer an MA program in socially-engaged art.



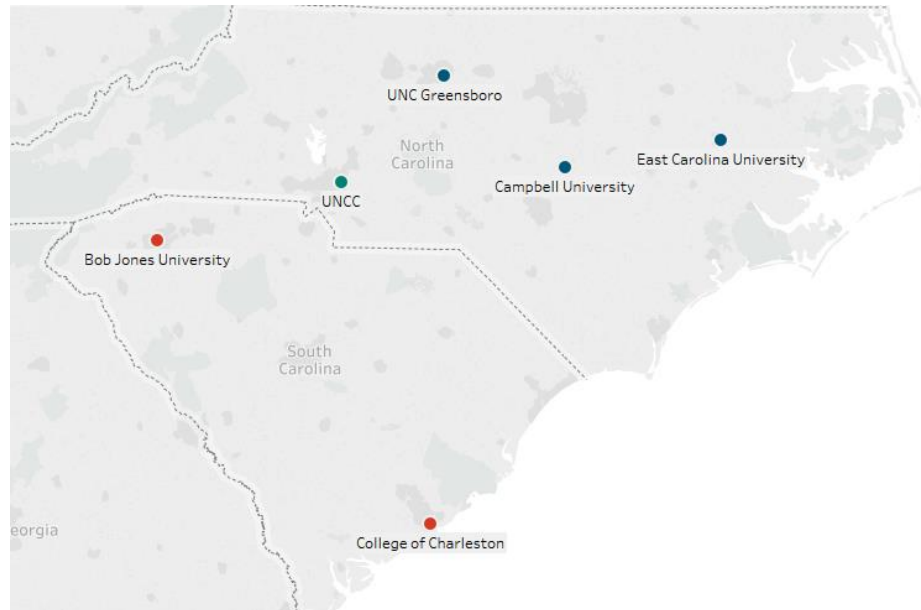
Of the programs benchmarked for this report, three offer an MFA degree and three offer an MA degree. Additionally, one institution offers this program as a MEd degree. The MFA programs require more credit hours for degree completion and more time to complete than a MA degree. Moreover, secondary sources point to student and expert criticism and skepticism of MFA programs. Students' hesitation to enroll in these programs typically stems from the high tuition costs and the low salary that most artists earn.⁹ Therefore, based on these program characteristics and the hesitation on students' part to enroll in an MFA program, UNC Charlotte could consider structuring its community-engaged art program as an MA program instead.

Program curriculum and structure may depend on the type of degree being offered. For instance, an MFA program takes more time to complete than an MA program, enabling the curriculum to delve deeper into the subject material. In contrast, an MA program might have more liberal arts courses that are not as focused on the target discipline of study. Therefore, UNC Charlotte's proposed curriculum may play a part in the type of degree it chooses to offer for this program.

Similar Programs Near Charlotte

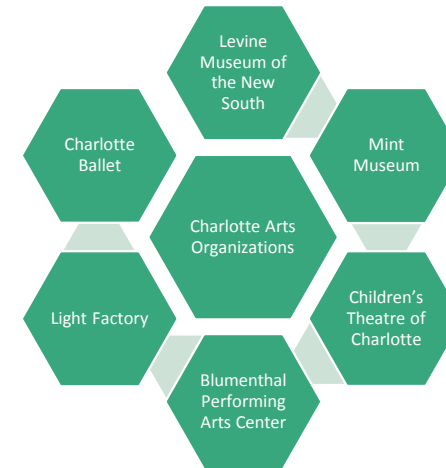
There are five institutions in North and South Carolina that offer master's programs in either general fine arts or community advocacy.

The map below depicts the five institutions in the Carolinas that offer master's degree programs in either community organization and advocacy and family and community services or general visual and performing arts. The red points on the map depict arts programs whereas the blue points depict advocacy programs. UNC Charlotte's location in comparison to these institutions is shown in green.



Potential Partner Organizations

The partner organizations listed below could provide internship opportunities to students in UNC Charlotte's proposed program. Additionally, UNC Charlotte could consider partnering with these organizations to contribute to efforts to integrate arts and the community.



Community-Based Projects & Organizations

Charlotte is home to multiple organizations that sponsor community-based art projects, such as the Arts and Science Council, the McColl Center, and the Knight Foundation.

These three organizations, among others in the city, have supported collaboration between artists and the community. These projects manifest themselves in creating new spaces for art, art festivals, and exposure through advertisements and billboards. The Knight Foundation, in particular, grants money to local arts organizations to bring art into the community.¹¹



Post-Graduate Outcomes

Master's Degree in Community-Engaged Art

Impact of Community-Engaged Art



Community-produced art can foster social bonding and bring light to issues within the community.

Art can highlight issues in a way that other mediums cannot; for this reason, encouraging community-engaged art is one way to give community members a way to express troubles as well as creative solutions to these problems. Communities all around the world implement art as an avenue for expression and social change.¹²



Forming social bonds through mediums such as art can boost the economic health of a community.

An article published by the Project for Public Spaces emphasizes the importance of social bonding in determining the economic welfare of a community. Promoting cultural unification and finding common ground is the biggest determinant of a neighborhood's economic success.¹³ Communities can accomplish this unification through creating art together.



Key processes in engaging the community are reaching target audiences, forming partnerships with organizations, and addressing community needs.

The National Endowment for the Arts sets forth these tenets as key to successfully engaging a community through art. Projects implementing these guidelines have been completed all over the country. The closest project to UNC Charlotte is located in Roanoke, Virginia.¹⁴

Targeted Employers

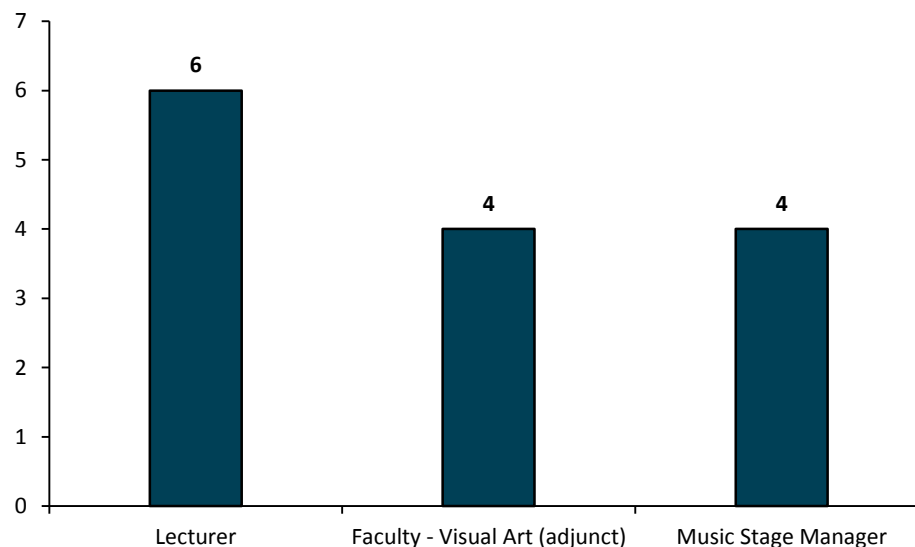
Competitor programs noted the following companies as employers of current students through internship programs and graduates of their master's programs in community-engaged art:

- Asian Arts Initiative
- Boston Children's Museum
- British Council Artist Exchange
- Butler Hospital
- Citi Performing Arts Center
- City of Philadelphia Mural Arts Program
- Columbia River Correctional Facility
- Emerson College Archives
- Griffin Museum of Photography
- Jane Goodall Institute
- King School Museum of Contemporary Art

Career Paths

The 164 job openings for professions related to community-engaged art in the Charlotte-Concord area span a wide variety of fields and sectors.

The graph below demonstrates some of the job titles for open positions related to community-engaged art in the Charlotte area. Many of these positions involve teaching the arts; however, others can employ technical skills. Job titles not displayed in this chart include program assistants, designers, and entertainers. This wide variety of job titles speaks to the versatility of a degree in community-engaged art.



Source: JobsEQ¹⁵

1. "IPEDS Data Center." National Center for Education Statistics. <https://nces.ed.gov/ipeds/datacenter/>
2. Center for Cultural Innovation and National Endowment for the Arts, eds. *Creativity Connects: Trends and Conditions Affecting U.S. Artists*. Washington, DC: National Endowment for the Arts, 2016. p. 9.
3. "University of North Carolina School of the Arts." <https://www.uncsa.edu/index.aspx>
4. "The 5 Best Cities in North Carolina for the Arts." Movoto Real Estate. <https://www.movoto.com/guide/nc/the-5-best-cities-in-north-carolina-for-the-arts/>
5. "Art-Goers in Their Communities: Patterns of Civic and Social Engagement." October 2009. p. 1-6. <https://www.arts.gov/sites/default/files/98.pdf>
6. "Long Term Occupational Projections." Projections Central. <http://www.projectionscentral.com/Projections/LongTerm>
7. "Social and Community Service Managers." Bureau of Labor Statistics Occupational Outlook Handbook. <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm#tab-6>
8. "JobsEQ." <http://www.chmuraecon.com/jobseq>
9. Lawson, S. "Are MFAs Worth It?" Fast Company, September 8, 2015. <https://www.fastcompany.com/3048256/are-mfas-worth-it>
10. Grant, D. "Social Practice Degrees Take Art to a Communal Level." *The New York Times*, February 5, 2016. <https://www.nytimes.com/2016/02/07/education/edlife/social-practice-degrees-take-art-to-a-communal-level.html>
11. "In Charlotte, Individual Artists Shine." Knight Foundation. <https://knightfoundation.org/articles/in-charlotte-individual-artists-shine>
12. Zabel, L. "Six Creative Ways Artists Can Improve Communities." *The Guardian*, February 12, 2015. <http://www.theguardian.com/culture-professionals-network/2015/feb/12/creative-ways-artists-improve-communities>
13. "5 Ways Arts Projects Can Improve Struggling Communities." Project for Public Spaces. <https://www.pps.org/reference/artsprojects/>
14. "Community Arts Engagement." National Endowment for the Arts. <https://www.arts.gov/exploring-our-town/project-type/community-arts-engagement>
15. "JobsEQ," Op. cit.

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