

II. PROPOSED PROGRAM CHANGES,
1995-1996 TO 1999-2000

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

RECEIVED
OCT 12 1990
College of Arts & Sciences

COLLEGE/SCHOOL: Arts & Sciences DEPARTMENT: Biology

API DISCIPLINE SPECIALTY TITLE: Biological Sciences

API DISCIPLINE SPECIALTY NUMBER: 04

LEVEL: Bachelor Master 1st professional Doctoral X

PROPOSED YEAR OF: Establishment 1995 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL
MISSION AND UNIT VISION:

The Department of Biology at East Carolina University has a strong interest in planning a Ph.D. in the area of Biological Sciences. This objective is consistent with the plan to expand Doctoral programs at ECU, and capitalizes on existing strengths in the Department. The program will be broad, covering a range of subdisciplines in the Biological Sciences, including ecology, marine biology, molecular biology, and other areas of strength (especially the application of new technologies to problems facing coastal North Carolina). While the program will emphasize research in the Biological Sciences, the program aims to distinguish itself from traditional programs at other universities by providing students formal training in the area of undergraduate and graduate teaching. Recruitment and training of minority and women applicants will be emphasized. If adopted, it will result in improvement of our Undergraduate and Master's training programs as well as enhance the stature of East Carolina University in the academic community.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The National Science Foundation has predicted a shortfall in excess of 600,000 scientists and science Ph.D.'s by the year 2,000. The need for additional science Ph.D.'s is further exacerbated by the general decline in dominance of white males in the U.S. workforce. White men presently make up 47% of the total workforce and 80% of the science workforce. However, white males constitute only 15% of the net number of people destined to enter the workforce in the last 10 years of this century. Consequently, an unprecedented number of women and minorities will have to be attracted to careers in science in the 1990's to avert a serious shortfall. East Carolina University should capitalize on the strengths of its Department of Biology in helping meet these needs.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black					1		1		1	
White					3	3	3	3	3	
Other					1		1		1	
Total					5	3	5	3	5	

Percent non-resident: 20%

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty					1	1	1	1	1	1
Staff					2	2	2	2	2	1
Total					3	3	3	3	3	2

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1994

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations.		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating								
Library								
Computing								
Other		1000				4000	1000	4000
Total		1000				4000	1000	4000

BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					82,000		82,000	
Operating					40,000		40,000	
Library					1,000		1,000	
Computing						6,000		6,000
Other					51,000		51,000	
Total					174,000	6,000	174,000	6,000

YEAR: 1996*

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					82,000		82,000	
Operating					42,000		42,000	
Library					1,000		1,000	
Computing						8,000		8,000
Other					31,000		31,000	
Total					156,000	8,000	156,000	8,000

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel				21,000	61,000		61,000	21,000
Operating				20,000	34,000		34,000	20,000
Library					1,000		1,000	
Computing				2,000		8,000		10,000
Other				20,000	31,000		31,000	20,000
Total				63,000	127,000	8,000	127,000	71,000

*See last page for additional physical space

BUDGETARY IMPLICATIONS:

YEAR: 1998

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel				41,000	41,000		41,000	41,000
Operating				28,000	30,000		30,000	28,000
Library					1,000		1,000	
Computing				3,000		9,000		12,000
Other				30,000	21,000		21,000	30,000
Total				102,000	93,000	9,000	93,000	111,000

YEAR: 1999

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel				41,000	41,000		41,000	41,000
Operating				34,000	30,000		30,000	34,000
Library					1,000		1,000	
Computing				4,000		10,000		14,000
Other				40,000	41,000		41,000	40,000
Total				119,000	113,000	10,000	113,000	129,000

YEAR: 2000

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel				21,000	41,000		41,000	21,000
Operating				40,000	35,000		35,000	40,000
Library					1,000		1,000	
Computing				5,000		8,000		13,000
Other				40,000	1,000		1,000	40,000
Total				106,000	78,000	8,000	78,000	114,000

APPENDIX

DESCRIPTION OF PROGRAM

The Department of Biology at East Carolina University has a strong interest in planning a Ph.D. in the area of Biological Sciences. This objective is consistent with the plan to expand Doctoral programs at ECU, and capitalizes on existing strengths in the Department. The program will be broad, covering a range of subdisciplines in the Biological Sciences, including ecology, marine biology, molecular biology, and other areas of strength (especially the application of new technologies to problems facing coastal North Carolina). While the program will emphasize research in the Biological Sciences, the program aims to distinguish itself from traditional programs at other universities by providing students formal training in the area of undergraduate and graduate teaching. Recruitment and training of minority and women applicants will be emphasized. If adopted, it will result in improvement of our Undergraduate and Master's training programs as well as enhance the stature of East Carolina University in the academic community.

RATIONALE FOR PROGRAM

The National Science Foundation has predicted a shortfall in excess of 600,000 scientists and science Ph.D.'s by the year 2,000. The need for additional science Ph.D.'s is further exacerbated by the general decline in dominance of white males in the U.S. workforce. White men presently make up 47% of the total workforce and 80% of the science workforce. However, white males constitute only 15% of the net number of people destined to enter the workforce in the last 10 years of this century. Consequently, an unprecedented number of women and minorities will have to be attracted to careers in science in the 1990's to avert a serious shortfall. East Carolina University should capitalize on the strengths of its Department of Biology in helping meet these needs.

The Department of Biology is a comprehensive department with strong programs in undergraduate and graduate teaching and research. Over the last decade, the Department has strengthened its graduate program and is presently offering both a Master's degree in Biology as well as in Molecular Biology/Biotechnology. The Department is the largest science department at East Carolina University, with 350 undergraduate majors and 55 graduate students. Over the past five years, the Department has graduated 250 students with the B.S. degree and 50 students with the Master's degree.

Research productivity among faculty is evidenced by a strong publication record and extramural research support averaging approximately 500,000 to 700,000 dollars per annum. Moreover,

the faculty includes members who are nationally and internationally recognized for their individual research contributions. Clearly, the Biology Department is well-positioned to initiate a Ph.D. program in the Biological Sciences.

Objectives of Program

In addition to the traditional objectives of Ph.D. programs in Biology, which include didactic instruction as well as laboratory research, the proposed program will place specific emphasis on the following three areas: 1) female and minority recruitment and training, 2) formal training in the area of undergraduate and graduate teaching, 3) interdisciplinary coastal problem-oriented research/training.

A plan to help achieve each of the program objectives is detailed in the following narrative.

At present, the Master's degree program in Biology is comprised of over 50% females. Given the Department's success in recruitment of females to the Master's program, we anticipate no inordinate difficulty attracting females to a Ph.D. program. However, to enhance the visibility of females among the faculty, the Department will make special efforts to attract qualified female faculty in recruitment for a Ph.D. program. The Department of Biology Undergraduate and Master's degree programs are comprised of 10% and 10% minority students, respectively. While this represents a potential source of Ph.D. students, we plan to ensure a larger pool of minority applicants by direct, formal affiliation with traditional minority undergraduate institutions. Specifically, we plan to establish closer ties with Elizabeth City State University by promoting faculty cooperation through jointly-sponsored seminar and faculty exchange research programs. Direct formal ties between East Carolina University, Elizabeth City State University and other predominately minority universities would provide a strong base for the recruitment of qualified minorities.

In order to distinguish the Ph.D program in Biological Sciences at East Carolina University from traditional programs at other institutions in North Carolina, we plan to develop a curriculum that provides formal training in undergraduate and graduate education. While we are fully cognizant of the fact that the Ph.D. in Biology is primarily a research degree, there is growing concern about the lack of qualified instructors at the undergraduate and graduate levels. In order to address this growing concern, we are prepared to develop a program of study that includes coursework designed to train graduate students in the methods and practices of teaching at the university level. Our plans include cooperation between the Departments of Biology and Science Education. While the proposed program represents a departure from traditional Ph.D. training, we feel it represents a response to a change in the needs of the academic community in and in society.

Because of present strengths at E.C.U. in the area of coastal studies, and because of a commitment by E.C.U. to address problems facing coastal North Carolina, the proposed Ph.D. program in Biology will emphasize teaching, research, and training that will impact this area. A focus in the area of coastal biology will be interdigitated with the areas of traditional organismic and environmental biology as well as with the emerging fields of molecular biology and biotechnology.

Need for Additional Resources

Due to enrollment increases and expansion of teaching, research and service activities in all areas of the Department, an addition (west tower) to the existing Science Complex is now under study. Such an addition to present facilities is essential if we are to expand the scope of our educational programs and is critical to the implementation of a Ph.D. program.

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EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

College of Arts & Sciences

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Chemistry

API DISCIPLINE SPECIALTY TITLE: Chemistry, General

API DISCIPLINE SPECIALTY NUMBER: 1905

LEVEL: Bachelor Master 1st professional Doctoral xx

PROPOSED YEAR OF: Establishment 1995 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL MISSION AND UNIT VISION:

We propose a Ph.D. in bioanalytical chemistry program to be developed during the period 1995-2000. The program is intended to be interdisciplinary in nature which would help foster collaboration between the chemistry faculty and the faculty in the ECU School of Medicine and other related fields, such as biotechnology. The program would recruit students with B.A./B.S. or M.A./M.S. in chemistry or biochemistry, or students with an equivalent background. The students will be given training in all areas of analytical chemistry, and will engage in research in analytical chemistry with particular emphasis on problems of biomedical significance. The proposed program will be unique within the State of North Carolina because of its focused educational goal. It is consistent with ECU's institutional mission and the Chemistry Department's vision of advancing chemical knowledge in all of its branches.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

We feel that bioanalytical chemistry is an area that can contribute significantly to the advances in biomedically-related sciences and will also have the effect of strengthening support on the main campus for the Medical School. In addition, the job markets for analytical chemists have been excellent; pharmaceutical industry, biotech firms, governmental agencies, national labs, and academic institutions continue to recruit chemists with bioanalytical backgrounds.

The three analytical Ph.D. faculty in the department with expertise in chemometrics, chromatography, electroanalytical chemistry, and neuroscience together with inorganic, organic, and physical chemistry faculty could form a nucleus to work toward this goal. Within the next decade, with the anticipated retirement of several faculty members, the department will be recruiting young faculty with strong research potential, thus further enhancing the research capabilities of this department. Efforts will also be made to identify research faculty in biology, biotechnology, ICMR, biochemistry, pharmacology, and other appropriate units within the School of Medicine to help develop this program.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	0	0	0	0	0	0	1	0	0	1
White	0	0	0	0	1	2	2	4	4	4
Other	0	0	0	0	0	0	1	1	1	1
Total	0	0	0	0	1	2	4	5	5	6

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	0	0	0	0	1*	1*	0	0	0	0
Staff	0	0	0	0	1	0	0	0	0	0
Total	0	0	0	0	2	1	0	0	0	0

*Joint appointments with the ECU School of Medicine may be considered.

BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel	0	0	\$ 55,000.00*	\$ 55,000.00
Operating	0	0	20,000.00	20,000.00
Library	0	0	---	---
Computing	0	0	20,000.00	20,000.00
Other	0	0	10,000.00	10,000.00
Total	0	0	\$105,000.00	\$105,000.00

*One new faculty and one new staff

BUDGETARY IMPLICATIONS: (Continued)

YEAR: 1996

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel	0	0	\$ 95,000.00*	\$ 95,000.00
Operating	0	0	20,000.00	20,000.00
Library	0	0	---	---
Computing	0	0	20,000.00	20,000.00
Other	0	0	10,000.00	10,000.00
Total	0	0	\$145,000.00	\$145,000.00

*Two new faculty and one new staff

YEAR: 1997

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel	0	0	\$ 95,000.00	\$ 95,000.00
Operating	0	0	20,000.00	20,000.00
Library	0	0	---	---
Computing	0	0	20,000.00	20,000.00
Other	0	0	10,000.00	10,000.00
Total	0	0	\$145,000.00	\$145,000.00

YEAR: 1998-2000

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel	0	0	\$ 95,000.00	\$ 95,000.00
Operating	0	0	20,000.00	20,000.00
Library	0	0	---	---
Computing	0	0	20,000.00	20,000.00
Other	0	0	10,000.00	10,000.00
Total	0	0	\$145,000.00	\$145,000.00

Additional offices and lab space are required to implement the proposed program.

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Economics

API DISCIPLINE SPECIALTY TITLE: Economics

API DISCIPLINE SPECIALTY NUMBER: 2204

LEVEL: Bachelor Master 1st professional Doctoral x

PROPOSED YEAR OF: Establishment 1996 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL
MISSION AND UNIT VISION:

The proposed program is an economics track to a Ph.D. program in Coastal Resource Management. The current plan for this Ph.D. calls for Economics to contribute to a core set of courses for the program. The eventual establishment of a economics track within the Coastal Resource Management degree would both strengthen and diversify that program. Decision analysis and the perspectives of public choice will enhance the policy analysis aspects of the degree, while applied microeconomic theory is an indispensable component of any inquiry involving the usage of coastal resources. The track will be complementary to the University's existing strengths in coastal studies and is responsive to the specific research goal of the University to "Engage in research, scholarship, and creative activity that contributes to the improvement of the human condition with an emphasis on health, rural, coastal, and environmental issues".

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The proposed track is a logical extension of the University's existing strengths in coastal and marine studies and our proposed master of science in Economics which will apply microeconomic theory to problems of coastal and marine resources, health care, and regional development.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black						1	1	1		
White						3	1	1		
Other										
Total	0	0	0	0	0	4	2	2	0	0

Percent non-resident: 20

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty						1				
Staff										
Total	0	0	0	0	0	1	0	0	0	0

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	5000		40,000				45,000	
Operating	1000		1000				2000	
Library	1000		1000				2000	
Computing		2000		5000				7000
Other			70,000				70,000	
Total	7000	2000	112,000	5000			119,000	7000

Revised 9/20/90

BUDGETARY IMPLICATIONS:

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating			1000				1000	
Library								
Computing				2000				2000
Other			5000				5000	
Total			6000	2000			6000	2000

YEAR: 1998

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating			1000				1000	
Library								
Computing				2000				2000
Other			5000				5000	
Total			6000	2000			6000	2000

YEAR: 1999

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating								
Library								
Computing								
Other								
Total							0	0

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: HPERS

API DISCIPLINE SPECIALTY TITLE: Physical Education/Biochemistry *

*This program will be interdisciplinary and the speciality title would be determined.

API DISCIPLINE SPECIALTY NUMBER: Physical Education:

Biochemistry: 0414

LEVEL: Bachelor Master 1st professional Doctoral x

PROPOSED YEAR OF: Establishment 1997 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL
MISSION AND UNIT VISION:

The establishment of the doctoral degree in Exercise Biochemistry will significantly contribute to the institutional mission of creating high quality, interdisciplinary doctoral degrees. This program would better allow the university to utilize the exceptional talents and resources that it currently has.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

A primary strength of the unit is the Human Performance Laboratory, which is equipped with the state-of-the-art equipment and staffed by faculty who have proven themselves as outstanding in the study of Exercise Science. There is a strong history of collaborative research efforts between the Human Performance Laboratory and the Department of Biochemistry in the School of Medicine. There is no other such offering in North Carolina, and, with the increased emphasis in the study of exercise as it relates to health and disease, there would be demand for the graduates and research from this program. The establishment of the Human Performance Laboratory as a research Institute, along with the establishment of the Doctoral degree in Exercise Biochemistry, would further the University's mission of pre-eminence through excellence in teaching, research, and service.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black								1	0	0
White								3	2	2
Other								0	1	0
Total								4	3	2

Percent non-resident: 0

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty			1		1					
Staff					2					
Total			1		3					

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1991

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating								
Library								
Computing								
Other								
Total							0	0

BUDGETARY IMPLICATIONS:

YEAR: 1992

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating								
Library								
Computing								
Other								
Total							0	0

YEAR: 1993

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					45000			
Operating					1000			
Library					1000			
Computing						2500		
Other								
Total					47000	2500	47000	2500

YEAR: 1994

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating					2500			
Library								
Computing								
Other								
Total					2500		2500	

BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					60000			
Operating					5000			
Library								
Computing				10000				
Other				25000				
Total				35000	65000		35000	65000

YEAR: 1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating								
Library				1000				
Computing				5000				
Other								
Total				6000				6000

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel				40000				40000
Operating				5000	5000		5000	5000
Library								
Computing				5000				5000
Other								
Total				50000	5000		5000	50000

BUDGETARY IMPLICATIONS:

YEAR: 1998

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel				40000				40000
Operating				5000				5000
Library								
Computing				5000				5000
Other					40000*			
Total				50000	40000		40000	50000

* Graduate Assistant Stipends

YEAR: 1999

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating				5000				5000
Library								
Computing								
Other				45000*				45000
Total				50000				50000

*Graduate Assistant Stipends

YEAR: 2000

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel				40000*				45000
Operating					5000		5000	
Library								
Computing				5000				5000
Other					40000		40000	
Total				45000	45000		45000	45000

*Graduate Assistant Stipends and Post-doc stipend

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

COLLEGE/SCHOOL: Arts & Sciences DEPARTMENT: Psychology

API DISCIPLINE SPECIALTY TITLE: General Psychology

API DISCIPLINE SPECIALTY NUMBER: 2001

LEVEL: Bachelor ☐ Master ☐ 1st professional ☐ Doctoral ☒

PROPOSED YEAR OF: Establishment 1995 Deletion ☐ Redesign ☐

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL
MISSION AND UNIT VISION:

The proposed doctorate is in General Psychology with tracks in applied psychology and experimental psychology. The applied psychology track will have emphases in industrial/organizational, school, clinical and developmental disability psychology. The programs will share the same core. The applied program will make use of the scientist/practitioner model, emphasizing a science based approach to application of psychological knowledge. The experimental track emphases will include physiological, developmental psychology and the psychology of learning.

Cross-cultural and international factors will be emphasized across the curriculum to meet the realities of an increasingly multi-racial and multi-national work place. This program will meet the needs of our region, state and nation. The development of this program will also provide the opportunity for genuine interdisciplinary cooperation between psychology and programs in medicine, business and education.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The State has no doctoral tracks in Applied Psychology and no doctoral level emphases in any of these areas in our region. There is now a greater demand for these applied specialties than is being met by programs in North Carolina universities. This trend is likely to continue during the coming decade both in the State and nationally. During the 1990s the doctoral degree will become the entry-level degree for the profession in the applied tracks we are proposing. This is already true for clinical psychology. We must either move ahead or move backwards in the applied field. Current studies also indicate that the national production of Phds in experimental and quantitative psychology will be insufficient to meet employment needs during the next decade. Currently our masters students must go elsewhere to complete their doctorates since there is no doctoral program in the eastern region of North Carolina that offers doctoral training in experimental psychology.

The Department of Psychology currently has masters programs in the proposed emphases. The extension of these programs to the doctoral level will be possible at minimal additional expense above the optimal level required for a masters level program.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black					6	11	13	15	17	18
White					32	65	71	74	79	84
Other					1	4	5	7	8	8
Total					39	80	89	96	104	110

Percent non-resident: _____ *Note: These figures are for the last two years of the program and do not include the existing masters component.

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty			2	1	2		1		1	1
Staff		1			1	1		1		
Total	0	1	2	1	3	1	1	1	1	1

*Note: These figures are driven by the masters component as well as the doctoral component.

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1991

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating					7,900		7,900	
Library								
Computing					7,000		7,000	
Other			1,000				1,000	
Total			1,000		14,900		15,900	

BUDGETARY IMPLICATIONS:

YEAR: 1992

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					25,000		25,000	
Operating			2,000			18,000	2,000	18,000
Library								
Computing			2,000		4,000	10,000	6,000	10,000
Other								
Total			4,000		29,000	28,000	33,000	28,000

YEAR: 1993

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	58,000				35,000		93,000	
Operating			1,000		2,000	8,300	3,000	8,300
Library								
Computing			1,000		2,000	5,500	3,000	5,500
Other					2,000		2,000	
Total	58,000		2,000		41,000	13,800	101,000	13,800

YEAR: 1994

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					45,000		45,000	
Operating			1,000		3,000	4,500	4,000	4,500
Library					2,000		2,000	
Computing			2,000		3,000	3,000	5,000	3,000
Other					1,000		1,000	
Total			3,000		54,000	7,500	57,000	7,500

BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	55,000				35,000	25,000	90,000	25,000
Operating					30,000	11,000	30,000	11,000
Library					2,000	5,000	2,000	5,000
Computing					2,000	7,500	2,000	7,500
Other					3,500	2,000	3,500	2,000
Total	55,000				72,500	50,500	127,500	50,500

YEAR: 1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					22,000		22,000	
Operating					5,000	2,200	5,000	2,200
Library					2,000		2,000	
Computing					2,000		2,000	
Other					2,000		2,000	
Total					33,000	2,200	33,000	2,200

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					72,000		72,000	
Operating					1,000	5,500	1,000	5,500
Library					1,000		1,000	
Computing						6,200		6,200
Other					1,000		1,000	
Total					75,000	11,700	75,000	11,700

BUDGETARY IMPLICATIONS:

YEAR: 1998

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					28,000		28,000	
Operating						2,800		2,800
Library					2,000		2,000	
Computing						2,600		2,600
Other					1,000		1,000	
Total					31,000	5,400	31,000	5,400

YEAR: 1999

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					37,000		37,000	
Operating					2,000	3,500	2,000	3,500
Library								
Computing					2,000	2,500	2,000	2,500
Other					1,000		1,000	
Total					42,000	6,000	42,000	6,000

YEAR: 2000

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					39,000		39,000	
Operating						3,900		3,900
Library					1,000		1,000	
Computing						2,500		2,500
Other					1,000	1,000	1,000	1,000
Total					41,000	7,400	41,000	7,400

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Academic Program Development Form

College of Arts & Sciences

COLLEGE/SCHOOL: Arts & Sciences DEPARTMENT: Communication

API DISCIPLINE SPECIALTY TITLE: COMMUNICATIONS, GENERAL

API DISCIPLINE SPECIALTY NUMBER: 0601

LEVEL: Bachelor Master X 1st professional Doctoral

PROPOSED YEAR OF: Establishment 1996 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL
MISSION AND UNIT VISION:

The Department of Communication proposes a Master of Arts in Communication Theory, designed to enhance their knowledge of communication contexts and prepare them for Ph.D. work. Such a program would support University goal 4.D. in recruiting students nationally and would also support both 2: Strengthen the commitment to excellence in teaching and 5: Strengthen the commitment to research, scholarship, and creative activity.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

- The program would be the only one of its kind in North Carolina and should attract students whose undergraduate degrees come from many institutions.
- The program would encourage scholarly pursuits by faculty.
- The program would be appropriate for journalism, mass communication, communication and speech majors.
- The program would not be equipment intensive and therefore would not entail the cost of some other programs.
- The program would add three (3) faculty positions. There are several faculty already here who could teach in such a program.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black						5	5	3	--	--
White						15	15	7	--	--
Other										
Total						20	20	10	--	--

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty						2	1			
Staff						.5				
Total						2.5	1			

BUDGETARY IMPLICATIONS:

YEAR: 1996

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			68,000	68,000
Operating			1,000	1,000
Library			4,000	4,000
Computing			5,000	5,000
Other				
Total			78,000	78,000

BUDGETARY IMPLICATIONS: (Continued)

YEAR: 1997

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			30,000	30,000
Operating			500	500
Library			1,000	1,000
Computing			5,000	5,000
Other				
Total			36,500	36,500

YEAR: _____

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel				
Operating				
Library				
Computing				
Other				
Total				

YEAR: _____

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel				
Operating				
Library				
Computing				
Other				
Total				

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Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Mathematics

API DISCIPLINE SPECIALITY TITLE: Mathematical Statistics

API DISCIPLINE SPECIALTY NUMBER: 1702

LEVEL: Bachelor Master X 1st professional Doctoral

PROPOSED YEAR OF: Fall
Establishment 1996 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL
MISSION AND UNIT VISION:

The Department of Mathematics at East Carolina University seeks to expand the professional training available to the professional constituency served in this region. This goal is consistent with the University mission to expand graduate programs at the master's level, where resources are available and a reasonable need is determined.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The Department maintains an active faculty group of 3-4 research statisticians, since statistics is an important concentration for mathematics majors, and a very important service area for other programs at the University. The economic growth of Eastern North Carolina is generating a small, but steadily increasing market for professionals with advanced statistical training. National employment prospects for these professionals is very strong.

A master's program with an emphasis in statistical computing is planned, since this would utilize existing faculty strengths in statistics and in computing. An additional track, that cooperates with a strong biostatistics faculty group in the school of Allied Health, will be explored.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black						0	0	1	0	1
White						1	1	0	0	0
Other						2	0	0	0	0
Total	-	-	-	-	-	3	4	5	5	6

Percent non-resident: 25%

ADDITIONAL FACULTY AND STAFF REQUIREMENTS: None: One FTE at an advanced rank will teach in the program.

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty						1				
Staff						0				
Total	-	-	-	-	-	1	0	0	0	0

BUDGETARY IMPLICATIONS:

YEAR: 1996-97

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel	\$50K	-	-	\$50K
Operating	0	-	-	-
Library	-	-	\$5K	\$ 5K
Computing	\$15K	\$10K	-	\$25K
Other	-	-	-	-
Total	\$65K	\$10K	\$5K	\$80K

The Department will purchase a powerful computer workstation specifically to support this program. No additional budget allocations/reallocations to year 2000 are expected.

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Women's Studies

API DISCIPLINE SPECIALTY TITLE: Interdisciplinary: Women's Studies

API DISCIPLINE SPECIALTY NUMBER: 4999

LEVEL: Bachelor X Master 1st professional Doctoral

PROPOSED YEAR OF: Establishment 1995 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL MISSION AND UNIT VISION:

The Women's Studies Program proposes an interdisciplinary Master of Arts Degree that focuses on feminist theory and its applications to both the liberal arts and the professions. This MA in Women's Studies (24 s.h. of course work plus 6 s.h. of thesis) would support the University goals of recruiting and supporting academically proficient students -- especially minority, handicapped, and nontraditional students (7.D.), developing a "university culture based on respect for individual rights and human diversity" (3), and fostering "collaborative investigations by faculty from different disciplines and institutions" (5.C).

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The MA in Women's Studies would join the more than 37 other graduate degree programs in the U.S. No other North Carolina institution of higher education offers the MA in Women's Studies at this time. Yet, Women's Studies is a new and important scholarly field, drawing its strength from its interdisciplinary perspective.

Nontraditional students would seek out -- indeed, have already shown interest in -- a program focused on their needs. An emphasis on women of color would include both the black and native American constituents of ECU from eastern North Carolina.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black				3	4	continuing total enrollment of about 7-8				
White				5	5	continuing total enrollment of about 10-12				
Other				1	1	continuing total enrollment of about 2-3				
Total				9	10	continuing total enrollment of about 19-23				

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty				1.0	1.0	1.0	1.0			
Staff				.5						
Total				1.5*	1.0*	1.0*	1.0*			

*Note that some of these may be joint appointments with other departments.

BUDGETARY IMPLICATIONS:

YEAR: 1994 _____

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			38,000	38,000
Operating			1,000	1,000
Library			1,000	1,000
Computing			2,500	2,500
Other				
Total			42,500	42,500

BUDGETARY IMPLICATIONS: (Continued)

YEAR: 1995

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			30,000	30,000
Operating			1,000	1,000
Library			1,000	1,000
Computing			2,500	2,500
Other				
Total			34,500	34,500

1996

YEAR:

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			30,000	30,000
Operating				
Library			1,000	1,000
Computing				
Other				
Total			31,000	31,000

1997

YEAR:

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			30,000	30,000
Operating				
Library				
Computing			5,000	5,000
Other				
Total			35,000	35,000

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UNC-GA Mission Review
Academic Program Development Form

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College of Arts & Sciences

COLLEGE/SCHOOL: Arts & Sciences DEPARTMENT: Communication

API DISCIPLINE SPECIALTY TITLE: LETTERS: SPEECH, DEBATE, FORENSIC SCIENCE

API DISCIPLINE SPECIALTY NUMBER: 1506

LEVEL: Bachelor X Master 1st professional Doctoral

PROPOSED YEAR OF: Establishment 1995 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL

MISSION AND UNIT VISION: Speech Communication is devoted to the study of human symbolic activity, chiefly as it is constituted through spoken language. Speech Communication is envisioned as a fundamental human process through which individuals learn to adapt to and create linkages with their social, psychological, and physical environments; develop higher mental processes; and regulate their own behavior as well as that of others. A Bachelor of Arts degree in Speech Communication would support Goal 1: Achieve distinction in undergraduate education, particularly in 1.A. "the overall development of students" and in 1.G. "Offer undergraduate instruction that includes . . . the development of communication skills."

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The addition of the Speech Communication major/minor completes the triad of communication programs within the Communication Department at ECU. In its mission statement the department indentified Speech Communication as an undeveloped area of study at ECU. Speech Communication responds to the expressed needs of students, alumni, and the constituency served by this University.

The discipline provides the foundation for the study of human communication--print, electronic or interpersonal. Speech communication complements and enhances scholarly research and development within the department and throughout the university curriculum. It is a neglected and vital element of liberal education at East Carolina University. The expansion of this program can only contribute to the complete learning experience in the humanities.

SACS (Southern Association of Colleges and Schools) includes "oral communications" as one of the four areas in which every baccalaureate candidate must demonstrate competence (Criteria for Accreditation 1989-90 Edition: 17).

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black					102					
White					950					
Other					22					
Total					1075					

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty				1	2	1				
Staff					.5					
Total				1	2.5	1				

BUDGETARY IMPLICATIONS:

YEAR: 1994

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			30,000	30,000
Operating			1,000	1,000
Library			2,000	2,000
Computing				
Other				
Total			33,000	33,000

BUDGETARY IMPLICATIONS: (Continued)

YEAR: 1995

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			68,000	68,000
Operating			500	500
Library			500	500
Computing			5,000	5,000
Other				
Total			74,000	74,000

YEAR: 1996

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			30,000	30,000
Operating			500	500
Library				
Computing				
Other				
Total			30,500	30,500

YEAR: _____

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel				
Operating				
Library				
Computing				
Other				
Total				

To: Communication Faculty
From: Ernie Phelps, Jim Rees, Janice Schriver

RE: Speech Communication Curriculum

The following represents the basic courses a major and minor in Speech Communication should contain to complete the triad of communication programs the department identified in its mission statement.

SPEECH COMMUNICATION MAJOR:

SPCH 2000 Interpersonal Communication (Prerequisite for all SPCH courses)	(3)
SPCH 2004 Public Speaking	(3)
SPCH 2005 Persuasive Communication	(3)
SPCH 2014 Announcing	(3)
SPCH 2200 Intercollegiate Forensics I	(1)
SPCH 2080 Business and Professional Speaking	(3)
SPCH 3000 Organizational Communication	(3)
SPCH 3010 Listening	(3)
SPCH 3020 Interviewing	(3)
SPCH 3030 Argumentation	(3)
SPCH 3300 Intercollegiate Forensics II	(1)
SPCH 4040 Small Group Communication	(3)
SPCH 4050 Public Address	(3)
SPCH 4060 Communication Theory	(3)
SPCH 4400 Intercollegiate Forensics III	(3)
SPCH 4510, 4520 Directed Readings	(3)
SPCH 4530 ,4540 Special Problems	(3)

PROPOSED REQUIREMENTS FOR A MINOR:

SPCH 2000, 2004, 2005, 3000, 4060 AND 6 HOURS OF ELECTIVES APPROVED BY THE DEPARTMENT ADVISOR.

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Institute/Center Development Form

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College of Arts & Sciences

COLLEGE/SCHOOL: Arts & Sciences DEPARTMENT: Philosophy

TITLE OF PROPOSED INSTITUTE/CENTER: Reasoning Skills Development Center

PRIMARY PURPOSE: Research ☐ Service ☐ Training ☒

PROPOSED YEAR OF: Establishment 1995-96 Deletion ☐ Redesign ☐

DESCRIPTION OF INSTITUTE/CENTER AND RELATIONSHIP TO
INSTITUTIONAL MISSION AND UNIT VISION (NOTE: If Proposed Institute/Center
is interdisciplinary, please describe):

Beginning in the 1995-96 school year, the Center would conduct training in designing and teaching of critical thinking courses for the public schools. Training would be provided for primary and secondary school teachers, and for students in ECU's School of Education. In addition, the Center would conduct research on the effectiveness of a variety of instructional methods used for teaching courses that aim to develop critical thinking skills. The Center's purpose supports the educational mission stated in the University's Mission Statement, and supports Goal 1) Achieve distinction in undergraduate education, items G and I, and Goal 6) Improve teacher education and stimulate improvement in public schooling, items A and I in University Directions. The Center directly addresses the College of Arts and Sciences commitment to providing education that is responsive to the need for an enlightened citizenry, and that inspires students to pursue lifelong learning. The Center would address the College's Priorities for Action 1.A and 6.B.

RATIONALE FOR INSTITUTE/CENTER ADDITION/DELETION/REDESIGN:

The Center will provide public schools in Eastern North Carolina with a means for correcting a significant lacuna in the current educational process: namely, the absence of specialized training for improving critical reasoning skills. By enhancing the primary and secondary school teacher's ability to instruct in critical thinking skills, the Center's activities would have a positive impact on the public school's ability to prepare students for a university education. Through participation in specialized courses of study (PHIL 5273, Reasoning Skills in Elementary Education, for example) both public school teachers and ECU students in the School of Education can learn how to improve critical reasoning skills at the elementary, secondary, and high school level. In implementing this Center, the University will meet needs of the students of Eastern North Carolina and ECU's School of Education noted in current University planning documents, and will provide a model for the other universities in the UNC system.

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty					1	1				
Staff					1					
Total					2	1				

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1995-96

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					38000		38000	
Operating					2000		2000	
Library								
Computing						4500		4500
Other								
Total					40000		40000	4500

YEAR: 1996-97

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					38000		38000	
Operating					2000		2000	
Library								
Computing								
Other								
Total					40000		40000	

YEAR: 1997-98

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					38000		38000	
Operating					2000		2000	
Library								
Computing								
Other								
Total					40000		40000	

YEAR: 1998-99

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					38000		38000	
Operating					2000		2000	
Library								
Computing								
Other								
Total					40000		40000	