I. PROPOSED PROGRAM CHANGES, 1990-91 TO 1994-95

REQUEST FOR AUTHORIZATION TO PLAN A NEW DEGREE PROGRAM

The University of North Carolina

INSTRUCTIONS: All requests for authorization to plan a new degree program must follow the format below. Add such additional information as you may desire. Review of the request cannot be completed until all information is submitted. Six (6) copies are required for review. Each request must be signed by the Chancellor.

Date: March 28, 1989

Constituent Institution: East Carolina University

API Discipline Specialty Title: Coastal Resource Management

API Discipline Number:4902 Level: B_ M_ I_ Prof._ First DX

Proposed date of establishment: month August year 1991

1. **Briefly describe the proposed new degree program for which planning authorization is now being sought. Include a statement of educational objectives, the relationship of the proposed new program to other existing programs at your institution, and special features or conditions that make your institution a desirable, unique, or appropriate place to initiate such a new degree program.**

Background:

Seventy-five percent of the American people now live within fifty miles of the Atlantic, Gulf, Great Lakes and Pacific shorelines. By the turn of the century, eighty percent of our population will live within this narrow coastal strip. People are attracted to the coast by job and recreational opportunities, and by the amenities of a home near the water. Over the past two decades the private sector has invested hundreds of billions of dollars in coastal industries. During the same period government agencies have spent tens of billions on supporting coastal infrastructure (roads, bridges, port facilities, etc.). Annual expenditures by industries and government agencies on coastal area projects are unlikely to decline for decades to come.

As coastal area population densities have increased, severe coastal resource use conflicts have developed. These conflicts surface publicly in newspaper and television reports, debates on coastal legislation, and public hearings on coastal permit applications. Among the issues most frequently raised in these public forums on coastal resource use are: decline of commercial and recreational marine fishery stocks, destruction of coastal wetlands, degradation of water quality in coastal tributaries that serve as important

spawning and nursery areas for marine fish, mineral mining in wetlands, shoreline erosion, public access to beaches, carrying capacity of barrier islands and waterfront revitalization.

Public concern about these issues became sufficiently strong in the late 1960s to cause both federal and state governments to establish organizations that could more effectively develop the policies and programs needed to address the critical coastal resource use issues. The National Oceanic and Atmospheric Administration, the U.S. Environmental Protection Agency and the North Carolina Coastal Resources Commission are examples of these organizations.

As the agencies began to address the major coastal problems in the late '60s and early '70s, they quickly realized that effective policies and programs required an understanding of both the natural and socio-economic functions of coastal systems. This awareness led to the funding of substantial university research. As the agency/university interaction increased, the agencies began to add individuals with doctoral degrees to their staffs. These scientists were used to identify the priority research needs of the agency, to interact with the university scientists they were supporting, and to provide guidance on the use of scientific data in policy and program development.

To meet their personnel needs, the agencies recruited students from Ph.D. programs in the natural sciences, and to a lesser extent, from the social sciences. In many cases, the graduates of traditional Ph.D. programs such as marine science, biology and geology provided the expertise needed by the agency. In many other cases, however, the agencies discovered that the educational experience of the graduate of traditional programs was too narrow to meet agency needs. For example, many marine biologists from traditional programs did not have the background to work effectively with economists, lawyers and planners in formulating programs based on biological, economic and social data.

The problem of narrowly-trained scientists working in the public policy arena was widely recognized by both senior agency administrators as well as academic leaders. In response, graduate programs were modified. Some institutions, such as the Woods Hole Oceanographic Institution and the University of California, San Diego, added a course or courses in marine policy. Others, such as the Universities of Washington, Rhode Island and Miami developed master's degree programs in marine affairs.

Neither course of development has been judged to be entirely successful. The one or two courses in marine affairs that are offered by the traditional marine and natural science departments have often proven to be inadequate in preparing natural science graduates to interact effectively with economists, planners, lawyers and political scientists. Graduates of M.S. programs in marine affairs have often been found to have insufficient disciplinary depth to handle complex scientific data or to interact effectively with the academic research scientists.

Academic programs that provide a broad multidisciplinary overview as well as in-depth knowledge in a traditional field of study (e.g., biology, geology, sociology) are complex and difficult to structure. Nevertheless, these programs must be developed if many of our societal problems are to be adequately understood and effectively addressed. In accepting the 1987 Crafoord Prize in Ecology from the Royal Swedish Academy of Science, Eugene P. Odum, Calloway Professor of Ecology Emeritus and Director Emeritus of the Institute of Ecology at the University of Georgia, concluded his acceptance lecture (reprinted in *Science*, 13 January 1989) with a forceful plea for such

programs:

> *In the past the land-grant state universities with their large investment in extension services have played major roles in improving agriculture and the quality of life throughout this country. However, because of the specialization and excessive fragmentation of departments and disciplines, I am not certain that the current state university is prepared for those future problems that will require a radically different approach from what worked in the past . . . I would urge administrators to encourage the formation of interdisciplinary centers and institutes within their universities that take a more holistic approach to teaching, research, and service, especially regarding environmental concerns.*

The program described in this request for authorization to plan will result in an interdisciplinary program on coastal resources of the kind that Professor Odum envisioned as being necessary if we are to effectively address many of our major societal problems.

Description:

The proposed new degree program is a Ph.D. in Coastal Resource Management (CRM). The program will have three degree tracks: estuarine and coastal ecology, coastal plain and continental margin geology, and maritime social science. Students enrolled in the program will receive rigorous course and research experience in one of the three tracks plus general instruction in other areas of importance to coastal resource management. Faculty with coastal resource teaching and research interests from the Departments of Biology, Geology and Sociology/Anthropology and the Institute for Coastal and Marine Resources will be appointed to an interdepartmental curriculum in coastal resource management for the purpose of offering this degree. Students will be prepared to assume professional positions with federal and state agencies with coastal resource management responsibilities, private industries that are based on coastal resources, and university teaching and research positions.

Educational Objectives:

This program will be designed to provide the enrolled students with:

A. Specific knowledge of theory and methodology in either estuarine/coastal ecology, coastal-plain/continental margin geology, or maritime social science;

B. General knowledge of theory and methodology in related disciplines;

C. A background in the structure and functioning of coastal/marine policy and management processes, both in the United States and internationally; and

D. An understanding and appreciation of the mechanisms by which scientific data from various disciplines are used in the formulation of public policy on coastal resource use issues.

Program Requirements:

A. Each student will be required to:

(1) Meet the core course requirements of one of the three program tracks;

(2) Complete a dissertation in either estuarine/coastal ecology, coastal plain/continental margin geology, or maritime social science; and

(3) Take a core set of related courses (e.g., a student on the estuarine/coastal ecology track would be required to take courses in economics, maritime sociology/anthropology, regional planning, political science and natural resource management).

B. Each student will be expected to:

(1) Attend a special seminar series on coastal resource management that will be established;

(2) Participate in East Carolina University's annual symposium on coastal resource management that is planned;

(3) Become involved in at least one research project on a coastal resource problem being undertaken by a faculty member outside the student's track; and

(4) Participate in the Coastal Resource Internship Program the University will establish to provide students with the opportunity to work in an agency environment on coastal resource management problems.

Relationship to Institutional Mission:

Dissemination of knowledge, advancement of knowledge and regional service are the critical elements found in all mission and purpose statements of East Carolina University. This proposed program in Coastal Resource Management will reflect the University's commitment to all three mission components.

As will be seen in the following sections of the proposal, East Carolina University has already moved aggressively in the area of coastal resource management in undergraduate and graduate instructional, research and regional service programs. As the resource use problems of coastal North Carolina and the nation become more serious, the need for stronger programs in these three areas will intensify. This proposed program is designed to meet this rapidly developing need. For East Carolina University, the development of the Coastal Resource Management program will represent an expansion of ongoing activities, not a new initiative, an expansion of activities that were initiated in response to our institution's historic mission.

Relationships to Existing Programs:

East Carolina University currently has four academic units that are substantively engaged in coastal resource teaching and/or research. These units are the Departments of Biology, Geology, Sociology/Anthropology, and the Institute for Coastal and Marine Resources.

A. Department of Biology

Estuarine and coastal ecology has been a major strength of the Department of Biology for over a decade. Today, about one-fourth of the twenty-six departmental faculty members have active research programs focused on salt marsh and forested wetland ecology, nutrient cycling in coastal water bodies, benthic community ecology, and estuarine dependent marine fisheries. Year in and year out this group has lead the department in terms of extramural funding. Major support for their research activities has come from the National Oceanic and Atmospheric Administration, the Department of the Interior, the U.S. Environmental Protection Agency, the Sea Grant College Program, and the Water Resources Research Institute.

The Department's commitment to estuarine/coastal ecology as an area of emphasis has led to 1) a substantial inventory of the scientific equipment needed for research in this field, 2) a relatively high production rate of M.S. graduates specializing in estuarine/coastal ecology, and 3) a strong course offering in the area, both at the undergraduate and graduate levels. A particularly valuable departmental asset for estuarine/coastal research is the Department's Centralized Environmental Laboratory; an analytical chemistry lab staffed by an experienced, full-time supervisor, and equipped with state-of-the-art, fully-automated water quality analysis instrumentation. Estuarine/coastal ecology is one of three areas of specialization offered by the department to M.S. students. Since the late '70s approximately 45 students have completed M.S. theses in this area, and most of these students were supported by research funds generated by proposed coastal resource management faculty. In recent years the Department course offerings have been particularly strong in the estuarine/coastal ecology area. At the present time, there are approximately 15 senior/graduate-level courses in ecology, or closely-related areas, available to the students pursuing a master's degree in the estuarine/coastal ecology track.

Numerous state and federal agencies involved in environmental management have employed Biology master's graduates. Other coastal ecology graduates have been employed by industry and consulting firms. Lastly, approximately one quarter of the M.S. graduates with emphasis in ecology continue their education in doctoral programs. Thus, the Biology Department has a strong tradition of attracting and teaching students in estuarine/coastal ecology and providing a network of contacts for job placement and further studies.

B. Department of Geology

Coastal plain and continental margin geology has been the dominant interest of the Department of Geology since it was established in 1967. The ECU Geology Department has 1) eight faculty members plus one adjunct faculty in both the

Shared Resources Research Laboratory of the ECU School of Medicine and the Institute for Coastal and Marine Resources; 2) an excellent instrumental base including basic XRD, wavelength and energy dispersive XRF units, UV-VIS and infrared spectrophotometers, AA, SEM and EDAX systems, gamma-ray spectrometer, and extensive computer support; and 3) field equipment including a rotary drill rig, 35-foot estuarine research vessel rigged for coring and seismic work, extensive coring equipment, gravitmeter, etc. Eight of the ten faculty provide a major emphasis on geologic systems associated with stratigraphy and sedimentation of coastal plain, estuarine and continental margin environments with strong undergraduate and M.S. graduate programs.

Faculty currently in the Department have supervised the thesis research of approximately thirty students who have received M.S. degrees in geology from ECU. The high level of productivity in this graduate program has been made possible by the considerable research support the faculty has obtained from the National Science Foundation, the National Oceanic and Atmospheric Administration, and the U.S. Environmental Protection Agency. Among the specific interests of the faculty are: origins and evolution of the continental shelf, barrier island formation and evolutionary processes, biological productivity and ecological processes in continental shelf ecosystems, processes of estuarine sedimentation, coastal plain stratigraphy and associated ground-water systems, heavy metal migration and pollution, and mineral resource development.

The proposed research-based track will integrate the major marine-related aspects of sedimentary geology. The program will build on a strong foundation of basic geologic concepts associated with sedimentary rocks and include the principles of a) stratigraphy and sedimentation, b) sedimentary environments of deposition, c) sedimentary petrology and d) paleontology and paleoecology. Applied aspects of coastal and marine geology, such as mineral resources, surface water hydrology and groundwater hydrology, will be emphasized.

C. Department of Sociology and Anthropology

Maritime sociology/anthropology is one of four areas of emphasis in ECU's Department of Sociology and Anthropology. Maritime courses have been developed in both sociology and anthropology. In addition to faculty in the maritime area, there are numerous other faculty in the department who have a broad range of supporting interests and expertise. Most notable among these are faculty whose primary focus is research design and quantitative and qualitative methods. A significant number of courses on these subjects currently exist at the graduate level and will aid in facilitating a strong disciplinary grounding for students choosing this track. With funds provided by the UNC Sea Grant Program for a fellowship in marine policy, the Department has developed a graduate program that provides traditional educational experience in sociology/anthropology and, at the same time, a firm understanding of coastal/marine policy issues and management. Departmental faculty with maritime interests have had experience in advising graduate students at both the M.A. and Ph.D. levels. Among the major research interests of these faculty are: (1) labor migration and recruitment in the seafood processing industry, (2) social structure and technological innovation in the commercial fishing industry, (3) human cognition and coastal resource utilization, and (4) coastal/marine policy formulation. Among the agencies that

have provided support for these programs are the National Science Foundation, the Sea Grant Program, and the National Marine Fisheries Service.

D. The Institute for Coastal and Marine Resources

The Institute of Coastal and Marine Resources was established in 1969 as an organized research unit of East Carolina University. For the past decade, the research activities of the Institute have been concentrated on estuarine/coastal ecology, and maritime social science. In collaboration with the Geology Department, the Institute developed cooperative efforts last year in coastal plain/continental margin geology. The ecological work of the Institute has been focused on nutrient cycling in estuarine systems, benthic community ecology and estuarine dependent marine fisheries. The maritime social science studies have focused on: modeling the economic strategies of small-scale fishermen and wage laborers in coastal communities, social structural determinants of innovation diffusion among commercial fishermen, and an understanding of labor recruitment and labor migration processes in the seafood processing industry. Much of the Institute's estuarine work is undertaken in collaboration with Biology Department faculty. Similarly, the social science work is often done in collaboration with faculty of the Sociology/Anthropology Department. Funding for the Institute's programs is provided by a variety of State and Federal agencies. In 1987-88 Institute faculty obtained $927,000 in grant funds. Of this amount, approximately $700,000 was for research. Much of this research involves coastal resource use issues of importance to North Carolina.

In addition to research and teaching programs of the Departments of Biology, Geology and Sociology/Anthropology, and the research of the Institute for Coastal and Marine Resources, other ECU academic units have faculty fully capable of teaching the complementary non-track courses that will be an essential part of the Coastal Resource Management curriculum. Moreover, the Department of Economics is simultaneously submitting a Request for Authorization to Plan a Master of Science degree in Resource Economics. One focus of that proposed M.S. degree would be in coastal and marine resources. The faculty and program to provide expertise in the economic dimensions of the proposed Ph.D. program will therefore be available.

Special Features at ECU:

Special features of East Carolina University that make it an appropriate institution to offer a Ph.D. in Coastal Resource Management are:

A. Existing Faculty

The proposed Ph.D. program in Coastal Resource Management can be offered by faculty currently holding appointments at East Carolina University. Fourteen faculty members in various academic units of the University have credentials that qualify them to supervise Ph.D. students. Five are in the area of Estuarine and Coastal Ecology, five in the area of Coastal Plain and Continental Margin Geology, and four in Maritime Social Science. These fourteen faculty members are listed in Table 1.

Table 1. Proposed faculty for Coastal Resource Management Program at East Carolina University

Estuarine/Coastal Ecology Track

- Mark M. Brinson, Professor, Department of Biology
- Robert R. Christian, Professor, Department of Biology
- William H. Queen, Director, Institute of Coastal and Marine Resources, and Professor, Department of Biology
- Roger A. Rulifson, Associate Professor, Department of Biology, and Associate Scientist, Institute for Coastal and Marine Resources
- Donald W. Stanley, Associate Professor, Department of Biology, and Senior Scientist, Institute for Coastal and Marine Resources

Coastal Plain/Continental Margin Geology Track

- Jonathan D. Phillips, Assistant Professor, Department of Geography and Planning
- Stanley R. Riggs, Professor, Department of Geology
- Scott W. Snyder, Professor and Chair, Department of Geology
- Paul M. Stout, Assistant Scientist, Institute for Coastal and Marine Resources
- Terri L. Woods, Assistant Professor, Department of Geology

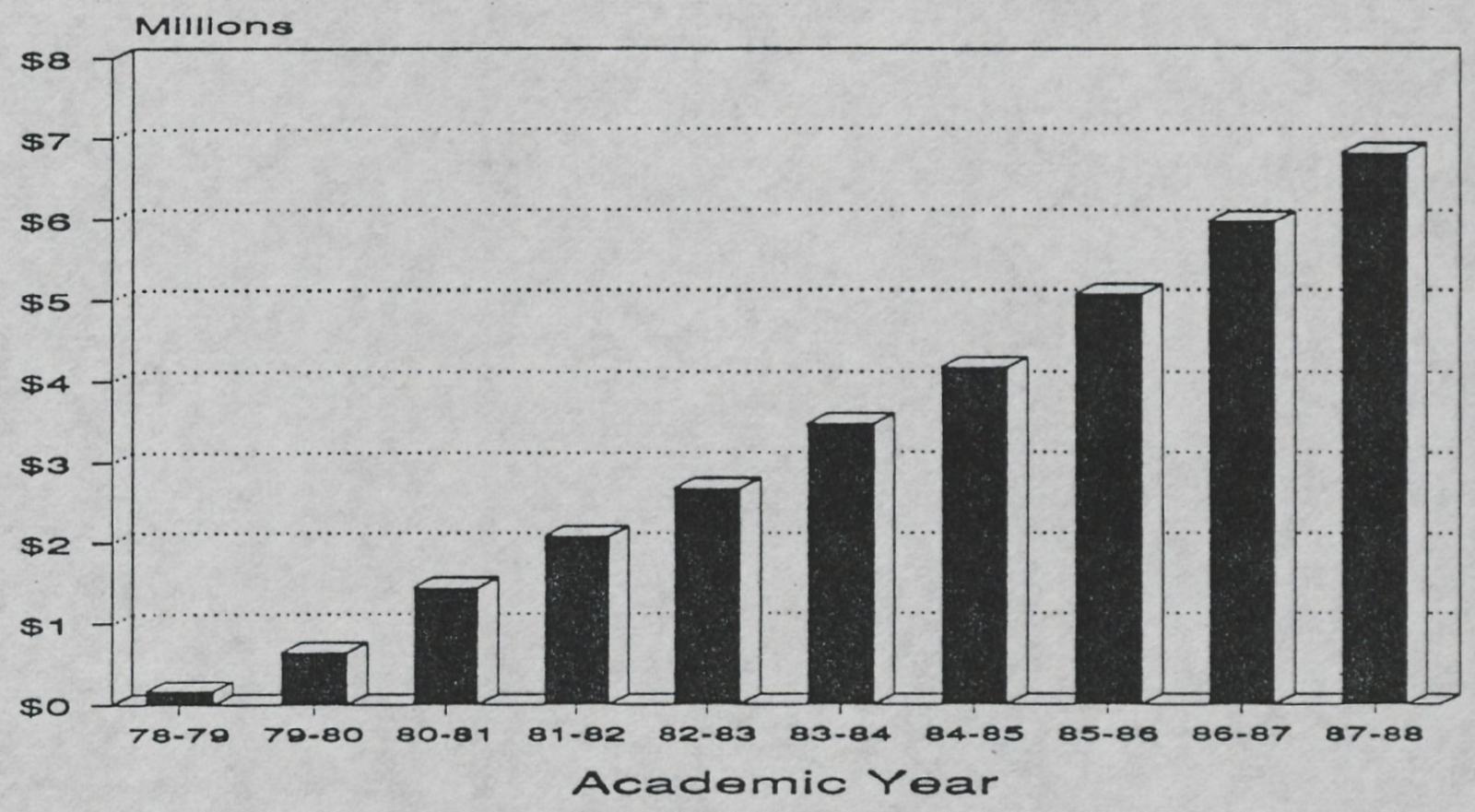
Maritime Social Science Track

- David C. Griffith, Assistant Scientist, Institute for Coastal and Marine Resources
- Jeffrey C. Johnson, Associate Professor, Department of Sociology and Anthropology, and Associate Scientist, Institute for Coastal and Marine Resources
- John B. Maiolo, Professor and Chair, Department of Sociology and Anthropology
- Michael K. Orbach, Professor, Department of Sociology and Anthropology

B. Success in Securing Extramural Funding for Coastal Research

Over the past decade, the fourteen faculty of the proposed CRM program have secured 64% of all non-medical science research funding obtained by ECU's faculty. Other ECU faculty with coastal research interests bring the figure to 85% of the total. A substantial percentage of the funding received has come from agencies that have strong peer review procedures, and considerable competition for the funds they award. Many of the grants received are for projects that have been focused on coastal resource problems of eastern North Carolina; e.g. coastal wetlands, estuarine water quality, commercial and recreational fisheries, and coastal plain/continental margin mineral deposits. Over the past decade, these projects have provided both financial assistance to numerous graduate students and topics for thesis research. They have also made substantial contributions to the resolution of important coastal resource use problems of North Carolina. Research support for coastal resource work at ECU over the last decade is summarized in Figure 1 and Table 2.

Figure 1
East Carolina University
Grants for Coastal Resource Research*



*Cumulative

Table 2. Sources of research support for Coastal Resource Management Faculty at East Carolina University (1978-1988)

National Science Foundation	$	770,510
Sea Grant College Program		848,972
U.S. Environmental Protection Agency		530,471
U.S. Fish and Wildlife Service		749,636
National Marine Fishery Service		489,673
Water Resources Research Institute		231,369
National Oceanic and Atmospheric Administration[1]		399,221
North Carolina State Agencies		546,146
Private Foundations		30,515
Industry[2]		1,342,614
Other		147,754
TOTAL	$	6,086,881

[1] Excluding Sea Grant College Program and National Marine Fishery Service.
[2] All private industries from which funds have been received are located in eastern North Carolina and are based on coastal resources.

C. Publications

CRM faculty have strong publication records. Almost all have a number of articles in top peer reviewed journals. Also, they have published numerous technical reports of research related to coastal resource problems of eastern North Carolina. Information on CRM faculty publications are summarized in Table 3.

Table 3. Publications of Coastal Resource Management Faculty, at East Carolina University (1978-1988)

Peer Review Journals[1]	
Estuarine/Coastal Ecology	38
Coastal Plain/Continental Margin Geology	23
Maritime Social Science	26
Other Professional Journals[2]	
Estuarine/Coastal Ecology	15
Coastal Plain/Continental Margin Geology	15
Maritime Social Science	12
Chapters in Edited Volumes	
Estuarine/Coastal Ecology	45
Coastal Plain/Continental Margin Geology	36
Maritime Social Science	7
UNC Sea Grant College Technical Reports	
Estuarine/Coastal Ecology	1
Coastal Plain/Continental Margin Geology	2
Maritime Social Science	5
Water Resources Research Institute Technical Reports	
Estuarine/Coastal Ecology	10
Institute for Coastal and Marine Resources Technical Reports	
Estuarine/Coastal Ecology	20
Maritime Social Science	1

[1] A leading professional journal in discipline of faculty member.
[2] Applied, multidisciplinary, or regional journal.

D. Professional Activities

The proposed faculty for the coastal resource program has been very active in professional societies, as members of technical and policy advisory boards (councils, committees), and as professional consultants. Many specific activities of the coastal resource faculty have been made possible because of the high esteem in which they are held by their colleagues, not only in North Carolina, but nationally and internationally as well. These colleagues could be a valuable asset in attracting students to the coastal resource program and in placing program graduates. Professional society, advisory board, and consulting activities of the CRM faculty are summarized in Table 4.

Table 4. Summary of professional activities of Coastal Resource Management Faculty at East Carolina University (1978-1988)[1]

Advisory Boards (Councils, Committees, etc.)

- North Carolina Minning Commission (S. Riggs)
- North Carolina Marine Fisheries Commission (M. Orbach)
- Board of Directors, Marine Division, National Association of State Universities and Land Grant Colleges (W. Queen)
- Water Resources Research Institute Technical Committees (M. Brinson, R. Christian, D. Stanley)
- Scientific and Statistical Committee, Pacific Fisheries Management Council (M. Orbach)
- Roanoke River Water Flow Committee (R. Rulifson)
- Policy Board, Albemarle/Pamlico Estuarine Study (W. Queen)
- North Carolina Marine Science Council (M. Orbach, W. Queen)
- International Phosphate Working Group (S. Riggs)
- Policy Boards, Duke/UNC Oceanographic Consortium (W. Queen)
- North Carolina Estuarine Sanctuary Program Advisory Committee (W. Queen)
- Advisory Council, National Coastal Resources Research and Development Institute (M. Orbach)
- Technical Advisory Committee, Beach Erosion Task Force, N.C. Coastal Resources Commission (S. Riggs)
- Advisory Committee on Open Marsh/Water Management in North Carolina (M. Brinson)
- Program Advisory Committee, Duke/UNC Oceanographic Consortium (S. Riggs)
- Bay of Fundy Environmental Studies Committee, Canada (R. Rulifson)
- Governor's Erosion Task Force: N.C. Marine Science Council (S. Riggs)
- Socio-Economic Contract Reserve Committee, National Marine Fisheries Service (M. Orbach)
- Pitt County Sediment Pollution Control Board (S. Riggs)
- Rivers Advisory Committee, the Conservation Foundation, Washington, D.C. (M. Brinson)
- Environment Committee, Governor's Task Force on Aquaculture (W. Queen)
- Joint State-Federal North Carolina Ocean Phosphates Task Force (M. Orbach)
- North Carolina Marine Resource Center Administrative Board (Currently N.C. Aquarium), (W. Queen)
- Social Science Advisory Committee, South Atlantic Fishery Management Council (J. Maiolo, M. Orbach)
- Technical Committee, Albemarle/Pamlico Estuarine Study (M. Orbach)
- Advisory Panel for North Carolina Priority Wetlands Concept Plan (M. Brinson)
- U.S. Working Group on Phosphorites (S. Riggs)

Table 4. Continued

Consulting Activities

- Smithsonian Institution, Washington D.C. (M. Brinson)
- Mexican Government: Phosphate Program (S. Riggs)
- Brookhaven National Laboratory (D. Stanley)
- U.S. Environmental Protection Agency (M. Brinson, W. Queen, S. Riggs, M. Orbach)
- California Coastal Commission (M. Orbach)
- Marine Science Research Center, State University of New York, Stoney Brook (W. Queen)
- U.S. Fish and Wildlife Service (M. Brinson, R. Rulifson)
- U.S. Army Corps of Engineers (J. Maiolo, W. Queen)
- Gulf States-Federal Fisheries Board (M. Orbach)
- City University of New York (M. Brinson)
- The Conservation Foundation: National Coastal Systems on Sanibel Island (S. Riggs)
- Research Triangle Institute, N.C. (M. Brinson)
- Monterey Bay Aquarium Foundation (M. Orbach)
- Texasgulf Chemical Co. (D. Stanley, S. Riggs, S. Snyder)
- E.I. DuPont de Nemours (M. Brinson)
- Island Resources Foundation, St. Thomas USVI (M. Orbach)
- N.C. Phosphate Corp. (M. Brinson, S. Riggs, S. Snyder)
- Wadsworth Publishing Co. (M. Brinson)
- U.S. Department of Labor (D. Griffith)
- Northeast Marine Fisheries Board (M. Orbach)
- Winrock International, Morrison, Ark. (M. Brinson)
- Phillips, Cartner and Co., Washington, D.C. (W. Queen, J. Johnson)
- Estuarine Sanctuary Program, National Oceanic and Atmospheric Administration (W. Queen)
- New York Bight Marine Analysis Project (M. Orbach)

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[1]Appointments related to professional expertise of faculty member.

E. Supervision of Graduate Students

During the past decade, over fifty ECU graduates with M.S. degrees in Biology, Geology and Sociology/Anthropology have done thesis research in either estuarine and coastal ecology, coastal plain and continental margin geology, or maritime social science; the three tracks of the coastal resources program. In addition, several CRM faculty have supervised thesis research in these areas at other institutions. Moreover, five of the faculty members have served on dissertation committees of students that have received doctoral degrees at Ph.D. granting institutions.

F. Post-doctoral Fellows and Visiting Senior Scientists

Research, professional activities, peer reviewed journal publications and success in securing research grants has started to attract post-doctoral fellows and visiting senior scientists with coastal resource research interests to East Carolina University. Over the past several years six young scientists have elected to do post-doctoral work with CRM faculty. Also, two visiting senior scientists have

come to ECU. Professor G. Colombo, Chairman, Istituto Di Zoologia e Biologia Generale, Università Di Ferrara, conducted research at ECU for six months in 1986 and three months in 1987. Dr. Abdulkadder M. Abed, Professor of Geology at the University of Jordan, Amman, Jordan, spent the 1987-88 academic year as a Fullbright Fellow with the coastal geologists at ECU.

G. Facilities

As noted previously, the coastal resource faculty has been active at ECU in coastal research and the supervision of graduate students for more than a decade. During this period they have acquired the boats, field gear, laboratory instrumentations, computers, and library holdings that are basic to a quality program in coastal resources research.

H. Location

A final special feature of East Carolina University is its location in the center of North Carolina's coastal plain. This central location allows both faculty and students to commute daily to almost any coastal field site. Intensive studies may require faculty and students to stay overnight near the field site, but overnight stays have not been the rule except for geology.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program for which planning authorization is now being sought.

A Ph.D. in Coastal Resource Management is not currently offered by any public or private university in North Carolina. The doctoral programs in marine science at UNC-Chapel Hill, NCSU, and Duke have faculty with interests that are similar to those of our faculties in coastal plain/continental margin geology and estuarine/coastal ecology. Therefore, activities of the marine faculty at the research institutions in the state will be taken into account in the development of ECU's Coastal Resource Management Program to eliminate or minimize program duplication.

3. Indicate the current and projected demand for graduates of the proposed new degree program for which planning authorization is now being sought. Provide documentation and sources of the data used to arrive at current and projected demand figures.

At the federal level, there are numerous agencies that have coastal resource responsibilities. These include: the U.S. Environmental Protection Agency, National Marine Fishery Service, U.S. Fish and Wildlife Service, Soil Conservation Service, Bureau of Land Management, U.S. Army Corps of Engineers (Coastal Engineering Research Center, Water Resources Research Center, and Waterways Experiment Station), Maritime Administration and the U.S. Geological Survey. Many of these agencies have regional offices and major laboratories as well as a central office in Washington, DC.

Of our fifty states, thirty have either a Pacific, Gulf, Great Lake, or Atlantic shoreline. Almost all of these thirty states have major coastal resource use problems and a variety of organizations with responsibility for coastal resources. In North Carolina, the principal organizations are: Environment Management, Marine Fisheries, Wildlife Resources

Commission, Coastal Management, Shellfish Sanitation, Soil Conservation, and the Geological Survey. Similar agencies can be found in almost all of the thirty states that have marine or Great Lakes shorelines. In addition, port authorities in those states that have major ports have begun to employ doctoral level people with expertise in the coastal resource field.

If the potential job slots in industry (e.g., petroleum and marine mining) and the academic community (e.g., environmental science and natural resource departments) are added to those that are likely to be available in state and federal agencies, the possibility is excellent that graduates of the proposed program in Coastal Resource Management can be readily placed in attractive positions.

4. Describe the procedures which will be used to plan the proposed new degree program. Please identify the person responsible for planning, the planning schedule, and the expected date of submission of a program proposal if planning authorization is approved.

If authorization to plan is granted, two separate committees will be established: a Program Planning Committee and a Program Advisory Committee. Dr. William H. Queen, Director of the University's Institute for Coastal and Marine Resources, will be designated as the person responsible for planning this program.

A. Program Planning Committee

The Program Planning Committee will be appointed by the Chancellor from faculty with coastal resource research interests and from the departments that have major strengths in the three track areas. The committee will be charged with developing the Coastal Resource Management Program Plan. Specific activities of this committee are discussed in the work plan that follows the description of the Advisory Committee.

B. Program Advisory Committee

As noted previously, multidisciplinary programs are complex and difficult to structure. Therefore, a Program Advisory Committee consisting of four to six nationally recognized authorities in the field of coastal research and coastal resource use problems will be established to advise the Program Planning Committee. Members of the committee will also be appointed by the Chancellor. The committee will:

(1) Advise the Program Planning Committee on the procedures to be employed in the planning process;

(2) Review the work plan of the Program Planning Committee;

(3) Monitor all major program planning activities;

(4) Review the final program plan; and

(5) Advise the Chancellor concerning the merits of the plan for a Coastal Resource Management Program.

C. Work Plan

The following tasks will be undertaken during the fall of 1989 and the winter, spring and summer of 1990.

Task 1. September - October, 1989
Identify and Assemble Background Material

Materials needed to plan the CRM program will be identified and assembled. Materials will include information concerning demand for graduates, similar programs at other institutions, curricula, organization and administration of similar programs.

Task 2. November - December, 1989
Review of all Assembled Information.

The Program Planning Committee will carefully analyze all information that has been assembled. Furthermore, it will organize the assembled information in a manner that will allow the Advisory Committee to use it effectively in its various reviews.

Task 3. January - March, 1990
Preparation of Plan

The plan for a doctoral program in Coastal Resource Management will be prepared. This plan will describe in detail the program structure, the specific tracks, the curriculum, course requirements, dissertation research requirements, faculty, support personnel, facilities and program organization and administration..

Task 4. April, 1990
Plan Review

The plan will be reviewed by the Program Advisory Committee and outside experts this committee wishes to employ.

Task 5. May, 1990
Plan Revision

Following review of the program plan by the Advisory Committee, the Program Planning Committee will revise the plan to eliminate weaknesses that may have been identified by the Program Advisory Committee.

Task 6. June, 1990
Submission of Plan to Chancellor

Once the plan revisions have been completed, the CRM Plan will be submitted to the Chancellor along with Advisory Committee comments and recommendations.

Task 7. July, 1990
Review by Chancellor

The Chancellor will review the CRM Plan and consult with the Advisory Committee.

Task 8. August, 1990
Plan Submission

If following his review, the Chancellor believes the CRM plan meets the criteria for a doctoral program in the UNC system, he will submit the plan to President Spangler.

5. Describe the method of financing the proposed new program.

ECU's academic departments (Biology, Geology, and Sociology/Anthropology) and the Institute for Coastal and Marine Resources already have the core faculty and the basic instrumentation, boats, computers, and library holdings to initiate a Ph.D. program in Coastal Resource Management. Additional needs of the CRM program that must be covered by state appropriated funds will be identified by the Program Planning Committee.

In the late 1970s, the CRM faculty and other ECU coastal scientists were securing less than $200,000 annually in extramural research support. By the mid-1980s the amount had increased to about $600,000 per year. Currently, the figure is approximately $900,000. With coastal faculty that have recently become professionally established, and those that came to ECU in the past year, we believe that it is realistic to think in terms of $1.5 million in extramural funding for coastal research at ECU by the mid-1990s. With this level of extramural research support to supplement the state-appropriated funds, the necessary monies will be available to provide the graduate assistantships, instrumentation, supplies for dissertation research, and the other costs that are incurred by a quality doctoral program.

6. Estimate the number of students that would be enrolled in the program during the first year of operation. Full-time 4 Part-Time 0

(We estimate 15-20 students on the average in the program when fully implemented.)

Chancellor: Richard L. Eakin

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

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: English

API DISCIPLINE SPECIALTY TITLE: _____

API DISCIPLINE SPECIALTY NUMBER: _____

LEVEL: Bachelor ___ Master___ 1st professional ___ Doctoral X

PROPOSED YEAR OF: Establishment 1992
Deletion _____
Redesign _____

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

A PhD in English with an emphasis in Rhetoric and Composition. The general objective of the program would be to prepare advanced students to become scholars and teachers in the field of written discourse.

Because the proposed program would be both theory-based (through emphasis on scholarship) and practical (through its involvement with skills that the academy and the marketplace find useful), a PhD in English with an emphasis in Rhetoric and Composition would fit in well with the research and service missions of East Carolina University and help to fulfill Goals 4 and 5 of *Strategies for Distinction* at the University, Division, and Unit levels.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Doctoral studies in rhetoric and composition would be a natural outgrowth of present studies at the MA and CAS levels at East Carolina University. Emphases in technical and professional communication and in rhetoric and composition are currently enjoying high enrollment. The doctoral program in English would not conflict with any other departmental programs at East Carolina because the only such course offerings are through the MA program in English.

Ph.D. in English
with emphasis in
Rhetoric and Composition

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	0	2	3	3	4	5	5-7	5-7	5-7	5-7
White	0	12	13	15	18	19	20-22	20-22	20-22	20-22
Other	0	1	2	3	3	4	5-6	5-6	5-6	5-6
Total	0	15	18	21	25	28	30-35	30-35	30-35	30-35

Percent non-resident:_____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	0	0	2	2	1	0	0	1	0	0
Staff	0	0	.5	.5	1	0	0	0	0	0
Total	0	0	2.5	2.5	2	0	0	1	0	0

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

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	20,000	0			0	0	0	0
Operating	300	0	UNABLE		17,500	0	17,500	0
Library	50	0	TO		1,000	0	1,000	0
Computing	0	0	FORECAST		5,000	20,000	5,000	20,000
Other	0	0			3,000	0	3,000	0
Total	20,350	0			26,500	20,000	26,500	20,000

Revised 9/20/90

BUDGETARY IMPLICATIONS:

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	0	0			70,000	0	70,000	0
Operating	0	0	UNABLE		10,000	9,000	10,000	9,000
Library	0	0	TO		1,500	0	1,500	0
Computing	0	0	FORECAST		5,000	20,000	5,000	20,000
Other	0	0			3,000	0	3,000	0
Total	0	0			89,500	29,000	89,500	29,000

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	0	0			75,000	0	75,000	0
Operating	0	0	UNABLE		10,000	10,000	10,000	10,000
Library	0	0	TO		1,500	0	1,500	0
Computing	0	0	FORECAST		5,000	20,000	5,000	20,000
Other	0	0			3,000	0	3,000	0
Total	0	0			94,500	30,000	94,500	30,000

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	0	0	UNABLE		30,000	0	30,000	0
Operating	0	0	TO		10,000	10,000	10,000	10,000
Library	0	0	FORECAST		1,500	0	1,500	0
Computing	0	0			5,000	10,000	5,000	10,000
Other	0	0			3,000	0	3,000	0
Total	0	0			49,500	20,000	49,500	20,000

Revised 9/20/90

BUDGETARY IMPLICATIONS:

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	0	0			0	0	0	0
Operating	0	0	UNABLE		10,000	10,000	10,000	10,000
Library	0	0	TO		2,000	0	2,000	0
Computing	0	0	FORECAST		5,000	5,000	5,000	5,000
Other	0	0			3,500	0	3,500	0
Total	0	0			20,500	15,000	20,500	15,000

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	0	0			0	0	0	0
Operating	0	0	UNABLE		15,000	10,000	15,000	10,000
Library	0	0	TO		2,000	0	2,000	0
Computing	0	0	FORECAST		8,000	4,000	8,000	4,000
Other	0	0			3,500	0	3,500	0
Total	0	0			28,500	14,000	28,500	14,000

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	0	0			30,000	0	30,000	0
Operating	0	0	UNABLE		15,000	0	15,000	0
Library	0	0	TO		2,000	0	2,000	0
Computing	0	0	FORECAST		8,000	4,000	8,000	4,000
Other	0	0			3,500	0	3,500	0
Total	0	0			58,500	4,000	58,500	4,000

Revised 9/20/90

BUDGETARY IMPLICATIONS:

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	0	0			0	0	0	0
Operating	0	0	UNABLE		10,000	10,000	10,000	10,000
Library	0	0	TO		2,000	0	2,000	0
Computing	0	0	FORECAST		8,000	4,000	8,000	4,000
Other	0	0			4,000	0	4,000	0
Total	0	0			24,000	14,000	24,000	14,000

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	0	0			0	0	0	0
Operating	0	0	UNABLE		15,000	0	15,000	0
Library	0	0	TO		2,500	0	2,500	0
Computing	0	0	FORECAST		8,000	4,000	8,000	4,000
Other	0	0			4,000	0	4,000	0
Total	0	0			29,500	4,000	29,500	4,000

***Note: OFFICE SPACE FOR AN ADDITIONAL 5 FACULTY MEMBERS

YEAR: _____

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								

Revised 9/20/90

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

College of Arts & Sciences

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: History

API DISCIPLINE SPECIALTY TITLE: History with emphasis in Maritime History

API DISCIPLINE SPECIALTY NUMBER: 2205

LEVEL: Bachelor ___ Master ___ 1st professional ___ Doctoral X

PROPOSED YEAR OF: Establishment 1991 Deletion _____ Redesign _____

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

The Department of History plans to offer a Ph.D. degree in history including a special emphasis in maritime history. This degree program will build upon the long established graduate program in history and the recognized masters degree program in maritime history and underwater research. The program's emphasis in maritime history will partake of an interdisciplinary approach, including study in history, historical archaeology, and museum studies. University Directions, the official statement of the university's institutional mission, cites the current masters level program in maritime history as one of East Carolina's elements of distinction. Goal Four of University Directions calls for the expansion of doctoral programs and makes specific reference to maritime history as part of the university's intention to "continue the targeted development of future doctoral programs that capitalize on institutional strengths." This proposal is an integral part of the unit's vision as represented in the Department's Request for Authorization to Plan a New Degree Program dated February, 1989.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Organizations such as the American Historical Association and the Organization of American Historians project a decline in the number of Ph.D.'s in history in the 1990's. The AHA's Perspectives for March 1990 reports that the number of doctorates granted in history has fallen 45% since 1970. This fact coupled with the impending wave of academic retirements projected for the 1990's augurs a substantial shortage of history Ph.D.'s in the near future. One recent study predicts that by 1997 there will be only seven candidates for every ten positions in the social sciences and humanities. Currently, no doctoral programs with emphasis in maritime history exist in the United States. This program will prepare historians who will fill a number of needs in the field. There is now a serious shortage of maritime history specialists in U.S. institutions of higher learning. The number of maritime museums in the country is steadily increasing with a concomitant increase in the need for qualified individuals to staff them. Finally, the implementation of the Abandoned Shipwreck Act as well as national and state programs for managing underwater cultural resources will require increasing numbers of specialists in the field. Technological developments in the past two to three decades have given rise to new approaches to the study of man's maritime past, and the aim of this program is to train specialists to pursue this new discipline. The success of East Carolina's program at the masters level, the quality of Joyner Library's holdings in the field, especially manuscript holdings, and the university's proximity to significant maritime sites on the eastern seaboard combine to make East Carolina University the ideal institution to launch a doctoral program in this field.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black				2	2	2	2			
White				8	8	8	8			
Other										
Total	0	0	0	10	10	10	10	0	0	0

Percent non-resident:____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

*Historical Archaeologist - joint appointment with Sociology/Anthropology

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					$50,000		$50,000	
Operating					$10,000		$10,000	
Library					$ 5,000		$ 5,000	
Computing						$ 5,000		$ 5,000
Other						$30,000*		$30,000
Total					$65,000	$35,000	$65,000	$35,000

*Equipment for Underwater Exploration and Research

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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					$22,500		$22,500	
Operating								
Library								
Computing						$ 5,000		$ 5,000
Other						$30,000*		$30,000
Total					$22,500	$35,000	$22,500	$35,000

*Equipment

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					$45,000		$45,000	
Operating								
Library								
Computing								
Other						$30,000*		$30,000
Total					$45,000	$30,000	$45,000	$30,000

*Equipment

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					$26,000		$26,000	
Operating								
Library								
Computing								
Other						$75,000*		$75,000
Total					$26,000	$75,000	$26,000	$75,000

*Equipment

N. B.: Additional space is required.

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College of Arts & Sciences

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

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Physics

API DISCIPLINE SPECIALTY TITLE:General Physics

API DISCIPLINE SPECIALTY NUMBER:1902

LEVEL: Bachelor___Master___1st professional___Doctoral_X__

PROPOSED YEAR OF: Establishment 1994* Deletion ___ Redesign ___

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

We propose and ECU Accelerator Laboratory-Based Research Program on the Interaction of Particles and Ionizing Radiations with matter (basic and applied research with a major emphasis on biologically important forms of matter in conjunction with the Medical Biophysics program and the ECU Medical School).

The Vision Statement of the College of Arts and Sciences Unit Plan Strategies for Distinction focuses on expanding our doctoral level programs, increasing our scholarly activities, and managing our resources effectively. A doctoral program based on the already well developed capabilities of the ECU Accelerator Laboratory in the Physics Department (a recognized "Element of Distinction" in that document) and its present faculty amply satisfies these goals. Also, *via already active international collaborations*, the ECU Accelerator Laboratory contributes to another Element of Distinction, namely International Programs.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The Medical Biophysics Ph.D. program is an applied physics program whose viability rests on the large database of basic research into interactions of material and non-material radiations with matter. One of the wellsprings of this database is certainly accelerator-based research - a perfect example of this is the work of two accelerator physicists in the department doing basic and applied research on ion-induced x-ray emission in the 1970's - what today is called PIXE trace element analysis.

The Accelerator Laboratory with the allied apparatus and data acquisition systems and programs is already operational and productive in research. The needed faculty are already here. The basic support infrastructure has been operational for years. A substantial amount of time has been spent in the last few years bringing a new sputter ion source, exit charge state separation apparatus, zero-degree electron angular distribution apparatus, and MicroVAX 3400-based multiparameter data acquisition systems online. The laboratory is well prepared for the next decade. In what follows, we detail our capabilities and how effectively we could upgrade to a Ph.D. program.

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* This date reflects administrative time requirements; the resources and personnel are available to start this program immediately.

EXPERIMENTAL FACILITY - Our Accelerator Laboratory, in productive existence for 20 years and staffed by faculty of international recognition with one of the very best research records on campus, is the only one in NC with an active program in Particle/Ionizing Radiation Interactions with Matter. it is also the largest experimental physics research facility in the entire eastern portion of NC, with a wide range of experimental equipment (much of it designed and constructed here).

INFRASTRUCTURE - There is a fully operational infrastructure that includes a highly competent electronics shop for designing and building specialized electronics equipment and a scientific instrument shop capable of fabricating the mechanical and scientific apparatus used at the experimental stations in the Accelerator Laboratory.

COMPUTER RESOURCES - The laboratory operates a MicroVAX 3400 with an assortment of peripheral resources used not just by the laboratory, but also by University and ECU Medical School personnel through the campus network. The VAX system is used for up-to-date computer-based data acquisition and archiving/analysis of data, with a (part-time) staff computer data coordinator for software development and system management/interfacing.

JOBS FOR GRADUATES - A student graduating our accelerator-based program could expect excellent opportunities in the job market, for example:

i) Academic - an American Physical Society survey about faculty openings (in the atomic, molecular, optical physics division that our program would fall in) of departmental chairs indicates that there is <u>already</u> a shortage of qualified faculty in this field and there are very few replacements in the pipeline (also see NY TIMES article copied on next page).

ii) Industry - The practical experience of our graduates in vacuum technology, pulse electronics, computer-interfaced equipment and accelerator operation would help fill the burgeoning need for: a) accelerator-based ion beam etching & implantation personnel, b) staff to oversee accelerator-based radiation treatment facilities such as the ECU Radiation Oncology units, c) scientists with experience in scattering theory such as this could be used for underground imaging and geological survey purposes, d) personnel familiar with applications of techniques used in atomic collision experiments such as PIXE or with the operation of highly advanced multiparameter/position-sensitive detectors with computer-based readout systems.

The situation is clear - there are going to be many good jobs with high technology/advanced education requirements like those encountered in our proposed Ph.D. program in the coming decade, both in universities and industry, but <u>very</u> few programs targeted to address this shortage.

CURRICULUM CHANGES - There will be few changes required in the department's course program to implement this Ph.D. Many of the required courses already exist in our MS program. To implement the Ph.D. program, the Physics Department would have to add four semesters of courses specialized in accelerator-based physics, viz: a) Atomic Structure and Spectroscopy(one semester); b) Topics in Atomic/Molecular Collisions (one additional semester); c) Seminar in Atomic/Molecular Collisions (two semesters). Two additional semesters of supervised research will also be necessary. Courses from the Medical Biophysics program will compliment these courses.

The Accelerator Laboratory research program has been supported by the university for the past 20 years. Much of the technological capability in our department is built around this program, and we have shared our capabilities and expertise with many other departments; we would appreciate the opportunity to expand that interdepartmental cooperation through a doctoral program.

ENROLLMENT PROJECTIONS:

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

Percent non-resident:____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

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

YEAR: 1994

All in k$

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					55*			
Operating								
Library								
Computing	8							
Other								
Total	8				55*			

* 20 for GA, 35 for ECU Accelerator Laboratory Staff

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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					20			
Operating								
Library								
Computing	8							
Other				250		250+		
Total	8			250	20	250+		

+Funds will be requested as matching funds in NSF Laboratory expansion/refurbishment program

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					20			
Operating								
Library								
Computing	8							
Other								
Total	8				20			

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					20			
Operating								
Library								
Computing								
Other								
Total					20			

Revised 9/20/90

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

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Library and Information Studies

API DISCIPLINE SPECIALTY TITLE: Library Science

API DISCIPLINE SPECIALTY NUMBER: 1601

LEVEL: Bachelor ___ Master ___ 1st professional XX Doctoral ___

PROPOSED YEAR OF: Establishment 1990/91 Deletion _____ Redesign _____

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

As a part of its mission of preparing individuals to work in all types of libraries, information centers, and related settings as information professionals, the Department of Library and Information Studies is proposing to offer a Certificate of Advanced Study (CAS) program. The Department already offers the Master of Library Science (MLS) degree which is the entry-level professional credential for librarians.

The proposed CAS would extend the level of preparation offered by the Department in the form of a 32 hours program beyond the MLS. Most of the courses would be selected from those already available at the master's level, so additional faculty and staff would not be needed.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Because the work of librarians and the resources with which librarians work are changing rapidly and profoundly, there is a need to provide librarians opportunities to upgrade the update their knowledge, to develop specializations in librarianship, and to redirect or enrich and strengthen career paths. The Department's annual series of non-credit continuing education events meets this need only partially. The CAS program will further respond to this need by offering an opportunity for individualized planned courses of study with academic credit. One of these planned courses of study would lead to certification as a school library/ media supervisor (078) for which we are already approved.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	3	3	3	4	4	4	4	4	4	4
White	16	16	16	14	14	14	13	13	13	13
Other	1	1	1	2	2	2	3	3	3	3
Total	20	20	20	20	20	20	20	20	20	20

Percent non-resident: 5

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

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

For each year.
YEAR: 1990/91-1999-00

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	20,000	0	0	0	0	0	20,000	0
Operating	2,000	0	0	0	0	0	2,000	0
Library	0	0	0	0	0	0	0	0
Computing	500	0	0	0	0	0	500	0
Other	0	0	0	0	0	0	0	0
Total	22,500	0	0	0	0	0	22,500	0

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College of Arts & Sciences

EAST CAROLINA UNIVERSITY
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Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Foreign Languages

API DISCIPLINE SPECIALTY TITLE: M.A. French

API DISCIPLINE SPECIALTY NUMBER: 1102

LEVEL: Bachelor ___ Master X 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 91 Deletion _____ Redesign _____

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

In keeping with the University's stated goal of introducing additional graduate programs where the expertise and resources are available.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

There is no doubt in anyone's mind that the need for this program is a real one. In our two previous attempts, we appended a partial list of names of adult students (mostly local and area teachers) who are clamoring for such a program. We also made a good case, at least in my judgement, that with the recent addition of several faculty members with terminal degrees, we do not need additional faculty to implement this program.

At the present time, there is no institution east of Chapel Hill offering graduate degrees in Foreign Languages and we are uniquely qualified to do so.

The benefits of such programs should be obvious to all concerned, not only to the candidates, but to the Department, which would then be able to attract and|or retain research oriented faculty, but also to the College and the University whose stated mission it is to expand and upgrade programs which would benefit the eastern part of our state.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	5	10	15	20	25	30	35	40	45	50
White	15	20	25	30	35	40	45	50	55	60
Other										
Total	20	30	40	40	60	70	80	90	100	110

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

BUDGETARY IMPLICATIONS:

YEAR:_____

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

BUDGETARY IMPLICATIONS: (Continued)

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				

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: Foreign Languages

API DISCIPLINE SPECIALTY TITLE: M.A. Spanish

API DISCIPLINE SPECIALTY NUMBER: 1105

LEVEL: Bachelor ___ Master X 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 91 Deletion _____ Redesign _____

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

In keeping with the University's stated goal of introducing additional graduate programs where the expertise and resources are available.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

There is no doubt in anyone's mind that the need for this program is a real one. In our two previous attempts, we appended a partial list of names of adult students (mostly local and area teachers) who are clamoring for such a program. We also made a good case, at least in my judgement, that with the recent addition of several faculty members with terminal degrees, we do not need additional faculty to implement the program.

At the present time, there is no institution east of Chapel Hill offering graduate degrees in Foreign Languages and we are uniquely qualified to do so.

The benefits of such programs should be obvious to all concerned, not only to the candidates, but to the Department, which would then be able to attract and|or retain research oriented faculty, but also to the College and the University whose stated mission it is to expand and upgrade programs which would benefit the eastern part of our state.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	5	10	15	20	25	30	35	40	45	50
White	15	20	25	30	35	40	45	50	55	60
Other	5	10	15	20	25	30	35	40	45	50
Total	25	40	55	70	85	100	115	130	145	160

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

BUDGETARY IMPLICATIONS:

YEAR:_____

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

BUDGETARY IMPLICATIONS: (Continued)

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				

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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COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: HPERS

API DISCIPLINE SPECIALTY TITLE: Health Education

API DISCIPLINE SPECIALTY NUMBER: 0837

LEVEL: Bachelor ___ Master x 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 1991 Deletion _____ Redesign _____

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

The Master's degree in Health Education contributes to both the unit mission and the institutional mission by preparing students in the professional area of Health Education and allowing for opportunities to create new knowledge in this area. The establishment of this degree contributes to meeting the need of addressing the health concerns of Eastern North Carolina.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Currently, the Master's degree is in Health and Physical Education. The desire is to separate the degree titles. Graduates with a Master's degree in Health Education will be more marketable than those with a degree in Health and Physical Education. The program will be able to better attract quality students from various backgrounds, such as Nursing and Allied Health, if the degree is clearly a Health Education degree.

The Health Education "track" as it is now known, has steadily grown in numbers of students since its inception in 1984. With a current enrollment of approximately 30 students, it is anticipated that interest and numbers of students will continue to grow over the next five years. There is currently a shortage of qualified Health Educators in the state, especially in the east. Graduates of this program would be employable and help address the serious health education needs in the region.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	3	1	1	1	0	0	0	0	0	0
White	30	2	2	2	0	0	0	0	0	0
Other	0	1	0	1	0	0	0	0	0	0
Total	33	4	3	4	0	0	0	0	0	0

Percent non-resident: 20

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

NO ADDITIONAL STAFF REQUIREMENTS ARE NEEDED.

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

BUDGETARY IMPLICATIONS: NO ADDITIONAL BUDGET IS NEEDED.
(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1991 - 2000

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

Revised 9/20/90

BUDGETARY IMPLICATIONS: NO ADDITIONAL BUDGET IS NEEDED. PRESENT BUDGET AND STAFF ARE ADEQUATE.

YEAR: _____

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								

YEAR: _____

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								

YEAR: _____

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								

Revised 9/20/90

EAST CAROLINA UNIVERSITY
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Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: HPERS

API DISCIPLINE SPECIALTY TITLE: Parks and Recreation Management

API DISCIPLINE SPECIALTY NUMBER: 2103

LEVEL: Bachelor ___ Master X 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 1991 X Deletion _____ Redesign _____

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

The Master's degree in Leisure Systems Management is related to both the unit mission and the institutional mission by preparing students in the professional area of Parks and Recreation Management and allowing opportunities to create new knowledge in this area.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The Master's degree in Leisure Systems Management has been on hold for two years due to the combined effects of increased student enrollment in the undergraduate program and reductions in the Leisure Systems Studies faculty. There is demand for such a degree in this region and graduates are employable. The desire is to reinstate the degree as a Master's degree in Leisure Systems Management.

Prior to putting this program on hold, the degree was a Master's in Health and Physical Education. The need is to reinstate the degree and to offer it as a Master's degree in Leisure Systems Management, not as a track within the Master's in Health and Physical Education.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	1	1	1	0	0	0	0	0	0	0
White	6	6	5	5	2	0	0	0	0	0
Other	0	1	0	1	0	0	0	0	0	0
Total	7	8	6	6	2	0	0	0	0	0

Percent non-resident: 20

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

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	35,000							
Operating	1,000							
Library	0							
Computing		2,500						
Other								
Total	36000	2500					36000	2500

Revised 9/20/90

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					35000		35000	
Operating					1,000		1000	
Library								
Computing						2500		2500
Other								
Total					36000	2500	36000	2500

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					35000		35000	
Operating					1000		1000	
Library								
Computing						2500		2500
Other								
Total					36000	2500	36000	2500

YEAR: 1994 -2000

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

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Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: HPERS

API DISCIPLINE SPECIALTY TITLE: Physical Education

API DISCIPLINE SPECIALTY NUMBER: 0835

LEVEL: Bachelor ___ Master X 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 1991 Deletion ____ Redesign ____
(Currently called "Health and Physical Education"

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

Master's degree in Physical Education.
The Master's degree in Physical Education is related to both the unit mission and the institutional mission by preparing students in the professional area of Physical Education and allowing for opportunities for discovery of new knowledge in the areas of Physcial Education and Exercise Science. The unit's Strategic Plan has identified the establishment of this degree as one of its two-year goals.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Currently, the Master's degree is in Health and Physical Education. The desire is to separate the degree titles. Graduates with a Master's degree in Physical Education will be more marketable than those with a degree in Health and Physical Education. The program's ability to attract graduate students will be enhanced by the change in the degree title.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	2	1	1	1	0	0	0	0	0	0
White	40	2	2	2	1	0	0	0	0	0
Other	1	0	1	0	0	1	0	0	0	0
Total	43	3	4	3	1	1	0	0	0	0

Percent non-resident: 20

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

No additional faculty and staff are required.

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

BUDGETARY IMPLICATIONS: No additional budget is required.
(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1991 - 2000

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

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COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Library and Information Studies

API DISCIPLINE SPECIALTY TITLE: Library Science

API DISCIPLINE SPECIALTY NUMBER: 1601

LEVEL: Bachelor ___ Master XX 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 1994/95 Deletion _____ Redesign _____

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

As a part of its mission of preparing individuals to work in all types of libraries, information centers, and related settings as information professionals, the Department of Library and Information Studies is proposing a joint master's program in which graduates would receive both the Master of Library Science (MLS) and the Master of Arts (MA) in History with an emphasis in Archives. Thus, recipients would receive the entry-level professional credential for librarianship plus specialized preparation in the area of archives.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Although the MLS is the professional entry-level credential for librarians, academic and research libraries often expect librarians to have a second graduate degree. One pattern for meeting this requirement is a joint master's degree in which the individual earns two master's degrees simultaneously with some of the credits being shared between the two degrees. Archivists have long recognized that formal preparation in both librarianship and history provides an excellent combination for archival work. No additional faculty or staff are anticipated, nor will additional budgetary support be required.

To date, only preliminary discussions with the Department of History have taken place. Full planning efforts will not be undertaken until after the MLS has been accredited by the Committee on Accreditation of the American Library Association.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black				2	2	2	2	3	3	3
White				5	5	6	5	5	5	5
Other				0	0	0	1	1	1	1
Total				7	7	8	8	9	9	9

Percent non-resident: 10

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

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

For each year. .
YEAR: 1994/95-1999-00

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

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Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT Mathematics

API DISCIPLINE SPECIALITY TITLE: Computer & Information Science

API DISCIPLINE SPECIALTY NUMBER: 0701

LEVEL: Bachelor____ Master X 1st professional____ Doctoral____

PROPOSED YEAR OF: Establishment Fall 1993 Deletion_____ Redesign_____

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

This University has a fundamental educational goal to enable students and other constituents to secure specialized and multidisciplinary knowledge. A supporting goal is to enhance computing skills among students, faculty, and staff. A master's degree program in computer science speaks directly to these goals. It also fills a need for advanced training in computer science in the Eastern part of the state; currently the nearest master's program in computer science is in Raleigh.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The Department of Mathematics maintains a strong bachelor's program in computer science. Since 1982, nearly 600 students have graduated from this program. Many of these students are working as computer professionals in the Eastern Region of the State. Currently, there is a substantial demand for the University to offer graduate training to this constituency. In addition, interviews with our graduating computing majors indicates a strong interest in a master's program in computer science; approximately 10-15 students a year say that they would enroll in a master's program if East Carolina University offered one. It is felt that this will quickly become a strong and prosperous graduate program.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black			2	1	0	0	0	0	0	0
White			6	2	0	2	1	1	4	0
Other			2	1	2	0	1	0	0	0
Total	-	-	10	14	16	18	20	21	25	25

Percent non-resident: 20%

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty			0	1	0	1	0	1	0	0
Staff			0	0	0	0.5	0	0	0	0
Total	-	-	0	1	1	2.5	2.5	3.5	3.5	3.5

BUDGETARY IMPLICATIONS:

YEAR: 1994

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel	$45K			$45K
Operating				$50K
Library			$5K	$5K
Computing		($50K)	$10K	$60K
Other				
Total	$45K	($50K)*	$15K	$110K

*one-time allocation - not continuously on-going

BUDGETARY IMPLICATIONS: (Continued)

YEAR: 1996

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			$53K	$53K
Operating				$50K
Library			$5K	$5K
Computing		($50K)	$10K	$60K
Other				
Total		($50K)*	$68K	$118K

*one-time allocation - not continuously on-going

YEAR: 1998

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			$45K	$45K
Operating				
Library				
Computing			$10K	$10K
Other				
Total			$55K	$55K

YEAR:

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

No additional allocations/reallocations in 1993, 1995, 1997, 1999 are expected

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Academic Program Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Sociology/Anthropology

API DISCIPLINE SPECIALTY TITLE: Anthropology

API DISCIPLINE SPECIALTY NUMBER: 2202

LEVEL: Bachelor ___ Master X 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 1993 Deletion _____ Redesign _____

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

This Master's Program will be a 30 unit general anthropology master's program with tracks in Medical and Aging, Coastal Studies, and Archaeology. These subject emphases are well established in the departmental undergraduate program, and the proposed master's program will compliment both the undergraduate and Sociology Master's programs. The aspects of the Institutional Mission with which the Anthropology Master's is most closely related are the understanding of "differences in ethnicity, race, nationality, gender, and culture", "international contexts, influences, and affiliations", the "interdependencies of humankind and the environment" and "human well-being." It is also complimentary to the present ECU proposals for Ph.D.'s in Coastal Resources Management and Maritime History, the Center for Aging, the Center for International Studies and the established Institute for Historical and Cultural Research.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Of the 16 campuses in the UNC system, only Chapel Hill offers a Master's degree in Anthropology, and that is usually awarded to students enrolled primarily in the Ph.D. program, not as a separate terminal degree. The record of the few Anthropology Masters programs with applied emphases started in recent years in other states (Kentucky, Arizona, Florida, Maryland) has been excellent. The program would provide trained professionals for the public and private sectors not only in Eastern North Carolina, but for the rest of the region and nation as well. With a large cohort of students projected to enter graduate programs in the late 1990's and an increasing rate of retirement among present university faculty at approximately the same time, there will be a strengthening market for graduates of programs such as that proposed. The present anthropology faculty are nationally known in the proposed subject areas, and have brought in over $500,000 of extramural support in basic and applied research in these subject areas in the last five years.

ENROLLMENT PROJECTIONS:

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

Percent non-resident: 50

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

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

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					$35,000		$35,000	
Operating								
Library					$ 500		$ 500	
Computing								
Other*	$10,000		$10,000		$ 5,000		$25,000	
Total	$10,000		$10,000		$40,500		$60,500	

*Graduate Assistantships
Revised 9/20/90

BUDGETARY IMPLICATIONS:

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 *			$10,000		$15,000		$25,000	
Total			$10,000		$15,000		$25,000	

*Graduate Assistantships

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								
Operating								
Library								
Computing								
Other *			$10,000		$15,000		$25,000	
Total			$10,000		$15,000		$25,000	

*Graduate Assistantships

YEAR:

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								

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Academic Program Development Form

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COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Sociology/Anthropology

API DISCIPLINE SPECIALTY TITLE: Sociology

API DISCIPLINE SPECIALTY NUMBER: 2208

LEVEL: Bachelor ___ Master X 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 1992 Deletion _____ Redesign _____

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

The proposed new MS track in Applied Social Research is designed to prepare students for the Master's level certification Program for Applied Social Research Specialist that was recently established by the American Sociological Association. To provide effective stewardship of University resources, the new track will adopt the same core requirements as the MA. The area of specialization requirement will be expanded. Two or three new courses in conducting social research and in data analysis will be added. A thesis will be required. Students will be required to pass the ASA certification test for Applied Social Research Specialist. The new track will serve the needs of the students who plan to pursue a Ph.D., but the majority of students in the track will be planning to work as applied social researchers in the State or Federal Government, or in private research institutes. This program will strengthen the existing graduate program and provide support for faculty research efforts. The Sea Grant Marine Policy Fellowship may be considered an initial effort to develop this type of track.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

The MA in Sociology currently enrolls students with a variety of goals. Some students want to pursue a Ph.D. or work as social researchers. Others want to teach in the community colleges or pursue professions that require them to use the results of social research rather than conducting their own research projects. The addition of a second track will allow us to better serve both of these groups. Linking the new track to ASA certification should help us recruit higher quality students.

This program builds on a significant strength in Sociology since faculty with the necessary research specialities are currently employed: Dr. Mike Dalecki (Statistics, Survey Research, Computer Applications), Dr. Jeff Johnson (Statistics, Qualitative Research, Structural Analysis), Dr. Jim Mitchell (Statistics, Survey Research, Applied Methodology), Dr. Carol Thompson (Statistics, Measurement, Survey Research), Dr. Paul Tschetter (Statistics, Demography), Dr. Ken Wilson (Statistics, Survey Research, Experimental Research).

ENROLLMENT PROJECTIONS:

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

Percent non-resident: 40

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

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

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	$ 500				$ 500		$1,000	
Library	$ 500				$ 500		$1,000	
Computing								
Other *	$5,000		$5,000		$5,000		$15,000	
Total	$6,000		$5,000		$6,000		$17,000	

*Graduate Assistantships
Revised 9/20/90

BUDGETARY IMPLICATIONS:

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								
Operating								
Library								
Computing	$1,000				$3,000		$4,000	
Other *	$5,000		$5,000		$5,000		$15,000	
Total	$6,000		$5,000		$8,000		$19,000	

*Graduate Assistantships

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					$35,000**		$35,000	
Operating								
Library								
Computing								
Other *			$5,000		$ 5,000		$10,000	
Total			$5,000		$40,000		$45,000	

* Graduate Assistantships; **Full-time or Swing Positions

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								
Operating								
Library								
Computing								
Other*			$5,000		$5,000		$10,000	
Total			$5,000		$5,000		$10,000	

*Graduate Assistantships

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COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Geography and Planning

API DISCIPLINE SPECIALTY TITLE: Geography

API DISCIPLINE SPECIALTY NUMBER: 2200

LEVEL: Bachelor X Master ___ 1st professional ___ Doctoral ___

PROPOSED YEAR OF: Establishment 1991 Deletion _____ Redesign _____

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL MISSION AND UNIT VISION: The B.S. in Applied Geography emphasizes the applied, problem-solving, and technique-oriented aspects of the discipline of Geography. The degree is consistent with elements of the University mission that attempt to "discover, evaluate, and communicate knowledge, [and[to make informed decisions", to nourish "an understanding of the interdependencies of humankind and the environment", and to address the needs of the mid-Atlantic region. It is also consistent with the two undergraduate emphases of the department's geographic vision to promote "geographic Perspectives on International Cultural and Environmental Systems" and "Locational Analysis Techniques".

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN: A range of geographic techniques and methodologies are blended with geographic and related course work to provide the student with a coherent and integrated expertise to solve geographic problems in "real world" settings. The demand for applied geographers has increased dramatically over the last decade in the U.S. and specifically in the mid-Atlantic region. This degree is intended to help meet this need.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	2	4	6	10	12	12	12	12	12	12
White	8	11	19	30	38	38	38	38	38	38
Other	0	0	0	0	0	0	0	0	0	0
Total	10	15	25	40	50	50	50	50	50	50

Percent non-resident:____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

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	0	0	0	0	0	0	0	0
Operating	$500.	0	0	0	0	0	$500.	0
Library	0	0	0	0	0	0	0	0
Computing	$500	0	0	0	0	0	$500.	0
Other	0	0	0	0	0	0	0	0
Total	$1000.	0	0	0	0	0	$1000	

Revised 9/20/90

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	0	0	0	0	0	0	0	0
Operating	500.	0	500.	0	500.	1000	1500.	1000
Library	0	0	0	0	0	0	0	0
Computing	500.	0	0	1000	0	0	500.	1000.
Other	0	0	0	0	0	0	0	0
Total	1000.	0	500.	1000.	500.	1000	2000	2000

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	0	0	0	0	0	0	0	0
Operating	500.	0	500.	0	600.	1000	1600	1000.
Library	0	0	0	0	0	0	0	0
Computing	500.	0	0	1000.	0	0	500	1000
Other	0	0	0	0	0	0	0	0
Total	1000.	0	500.	1000.	600.	1000.	2100	2000

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	0	0	0	0	0	0	0	0
Operating	500.	0	500.	0	700.	1000	1700.	1000
Library	0.	0	0	0	0	0	0	0
Computing	500.	0	0	2000	0	0	500	2000
Other	0	0	0	0	0	0	0	0
Total	1000.	0	500.	2000.	700.	1000.	2200.	3000

REVISED

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

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT Mathematics

API DISCIPLINE SPECIALITY TITLE: Mathematical Statistics

API DISCIPLINE SPECIALTY NUMBER: 1702

LEVEL: Bachelor X Master ____ 1st professional ____ Doctoral ____

PROPOSED YEAR OF: Establishment Fall 1993 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 its undergraduate majors. This goal is consistent with the University mission to achieve distinction in undergraduate education, and to recruit and support academically proficient and talented students.

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. Undergraduate students with statistics majors would have strong employment prospects. It is hoped that a quality program of this type would help attract high quality undergraduate students to the University. The program will be designed with cooperation and support of a strong biostatistics faculty group in the School of Allied Health.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black			1	0	1	0	0	0	0	0
White			3	1	0	1	1	0	0	0
Other			2	0	0	0	1	0	1	0
Total	-	-	6	7	8	9	11	11	12	12

Percent non-resident: 20%

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

BUDGETARY IMPLICATIONS:

YEAR: 1996-2000

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

EAST CAROLINA UNIVERSITY
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Academic Program Development Form

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College of Arts & Sciences

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 1991 Deletion _____ Redesign _____

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

The Women's Studies Program proposes the first interdisciplinary baccalaureate degree program at East Carolina University. The focus of the program is a re-visioning of literature, history, science, and culture to incorporate the contributions of women, particularly women of color. Such a degree program would support the University's first three goals -- to "achieve distinction in undergraduate education," "strengthen the commitment to excellence in teaching," and "develop a university culture based on respect for individual rights and human diversity."

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

Interdisciplinary programs allow students to see a specific problem or situation, such as the high risk of poverty for women and children, from the perspectives of various disciplines -- leading, one hopes, to insight into potential solutions. Because solutions must be multidimensional, so must our approaches to the problems; there currently exists no interdisciplinary degree program at ECU to offer this multidimensional perspective.

Women's Studies offers study of historical and contemporary participation in society by groups usually ignored -- white women and women and men of color.

NOTE: This is an inexpensive program because most faculty and courses are drawn from existing departments. Sixteen courses already exist.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black			3	5	2	a total of		at least 10		
White			6	15	4	a total of		at least 25		
Other			1	2	2	a total of		at least 5		
Total			10	22	8					

Percent non-resident: 0

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

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

BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			8,000	8,000
Operating			200	200
Library			500	500
Computing				
Other				
Total			8,700	8,700

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			30,000	30,000
Operating			500	500
Library			500	500
Computing			2, 500	2,500
Other				
Total			33, 500	33,500

YEAR: 1997

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel				
Operating			500	500
Library			500	500
Computing			2,500	2,500
Other				
Total			3,500	3,500

YEAR: 1998

Category	Reallocation of Unit Resources	Self-supporting funds (grants and contracts)	Additional Allocations	Total
Personnel			30,000	30,000
Operating			500	500
Library			500	500
Computing				
Other				
Total			31,000	31,000

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Institute/Center Development Form

COLLEGE/SCHOOL: Arts & Sciences DEPARTMENT: Biology

TITLE OF PROPOSED INSTITUTE/CENTER: Center for Coastal Studies

PRIMARY PURPOSE: Research ___ Service X* Training ___

PROPOSED YEAR OF: Establishment 1992 Deletion _____ Redesign _____

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

Consistent with the mission of ECU, the mission for the Center for Coastal Studies is to expand in a controlled way the activities of ECU in all dimensions of coastal North Carolina that will lead to more effective use of its natural, human and cultural resources. The Center is envisioned as an umbrella for various regional activities. The administration and specific structure would need to be developed, but it should include access to the extant, germane institutes as well as faculty and staff within the University who have regional interests. It is important that it be eclectic in scope, as the issues facing the area are often multi-disciplinary and require synthesis, analysis, and vision. The Center could coordinate research programs and proposals; provide service functions, such as organizing fact-finding teams; and conduct educational programs. It would not supersede current relevant institutes and centers, but rather strengthen them. For example, as a component of the Center, programs offered through the Institute of Coastal and Marine Resources would require greater support for the Institute to play an even larger role in the environmental issues of eastern North Carolina. Although units of the University have all functioned well, little interaction has occurred between them or especially between them and many of the faculty involved in regional activities. Better coordination is most desirable. Further, the public would have a central facility that would provide a showcase that both documents the history of the region and displays opportunities for the future.

RATIONALE FOR INSTITUTE/CENTER ADDITION/DELETION/REDESIGN:

The reputation and activities of ECU are deeply rooted in its regional mission. Virtually every department and institute within the University has activities that focus on eastern North Carolina. From the Schools of Medicine and Education, to Regional Planning and the Institute for Coastal and Marine Resources, and in the departments of English, Biology, History, Sociology, Economics, and others; regionally important research, education and service occupy major emphasis. Yet there exists no central unit of the University to capitalize on and coordinate these regional activities. Such a center should be developed within the next decade. It is proposed that this center be designated the Center for Coastal Studies. The center would represent a visible indication of ECU's commitment to eastern North Carolina through the preservation of its rich heritage and the elucidation of its potential for future directions.

*Research and training will be major components of the mission of the proposed Center.

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty		1	1			10	5	4	3	3
Staff		1				5	2	1	1	1
Total		2	1			15	7	5	4	4

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

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					103,000		103,000	
Operating								
Library								
Computing								
Other						211,225		211,225
Total					103,000	211,225	103,000	211,225

*Although most funding for the proposed Center is indicated as coming from the State, major efforts would be expected of the Director to secure significant support from other agencies for the facility and operations.

Revised 9/20/90

BUDGETARY IMPLICATIONS:

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					54,000		54,000	
Operating								
Library								
Computing								
Other						211,225		211,225
Total					54,000	211,225	54,000	211,225

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						2,584,000		2,584,000
Total						2,584,000		2,584,000

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								
Operating								
Library								
Computing								
Other						3,056,850		3,056,850
Total						3,056,850		3,056,850

SUBSIDIARY IMPLICATIONS:

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					690,000		690,000	
Operating					171,000		171,000	
Library					10,000		10,000	
Computing				20,000	20,000	100,000	20,000	100,000
Other				250,000				250,000
Total				270,000	891,000	100,000	891,000	350,000

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				392,000	330,000		330,000	392,000
Operating								
Library								
Computing				20,000				20,000
Other				250,000				250,000
Total				662,000	330,000		330,000	662,000

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				392,000	246,000		246,000	392,000
Operating								
Library								
Computing				20,000				20,000
Other				250,000				250,000
Total				662,000	246,000		246,000	662,000

BUDGETARY IMPLICATIONS:

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				392,000	192,000		192,000	392,000
Operating								
Library								
Computing				20,000				20,000
Other				250,000				250,000
Total				662,000	192,000		192,000	662,000

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				392,000	192,000		192,000	392,000
Operating								
Library								
Computing				20,000				20,000
Other				250,000				250,000
Total				662,000	192,000		192,000	662,000

YEAR:

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								

BUDGET NOTES

State Funds			
1992	Center Director	Salary & Fringe	84,000
	Secretary	" "	19,200
	Planning & Design		211,225
1993	Asst. Director	Salary & Fringe	54,000
	Planning & Design		211,225
1994	Facility Construction		
	35,000 sq. ft. @ $142.00/sq. ft.		
	1st year		2,584,000
1995	Construction 2nd year		2,584,000
	Contingency		198,000
	Art		24,850
	Furnishings		250,000
1996	10 Faculty	Salary & Fringe	540,000
	5 Staff	Salary & Fringe	150,000
	Computers		120,000
	Operating		171,000
1997	5 Faculty	Salary & Fringe	270,000
	2 Staff	Salary & Fringe	60,000
1998	4 Faculty	Salary & Fringe	216,000
	1 Staff	Salary & Fringe	30,000
1999	3 Faculty	Salary & Fringe	162,000
	1 Staff	Salary & Fringe	30,000
2000	3 Faculty	Salary & Fringe	162,000
	1 Staff	Salary & Fringe	30,000
Self-Supporting			
1996	Computers		20,000
	Equipment & Operating		250,000
1997	3 Faculty	Salary & Fringe	162,000
	5 Post-doctoral Associates		180,000
	5 Grad Research Assistants		50,000
	Computers		20,000
	Equipment & Supplies		250,000
1998	Same as 1997		
1999	Same as 1998		
2000	Same as 1999		

APPENDIX

Description of Center for Coastal Studies and its Relationship to Institutional Missions and Unit Vision

BACKGROUND:

The reputation and activities of ECU are deeply rooted in its regional mission. Virtually every department and institute within the University has activities that focus on eastern North Carolina. From the Schools of Medicine and Education, to Regional Planning and the Institute for Coastal and Marine Resources, and in the departments of English, Biology, History, Sociology, Economics, and others; regionally important research, education and service occupy major emphasis. Yet there exists no central unit of the University to capitalize on and coordinate these regional activities. Such a center should be developed within the next decade. (It is proposed that this center be designated the Center for Coastal Studies. A Center for Appalachian Studies is already in existence at Appalachian State University, and Western Carolina University has a Mountain Heritage Center and a Center for the Improvement of Mountain Living.)

The economy, history, culture, and ecology of eastern North Carolina derive from its geology, climate, and location relative to the Atlantic Ocean, its rivers, and its estuaries. Major changes have been occurring in recent years in agriculture, fisheries, industry, communication, and population. Further changes are inevitable. Members of the ECU community have both participated in and responded to these changes. ECU is the academic focal point for the area by serving as a source of leadership, regional awareness, and cultural pride. The Center for Coastal Studies would represent a visible indication of ECU's commitment to eastern North Carolina through the preservation of its rich heritage and the elucidation of its potential for future directions.

PROPOSAL:

The mission for the Center for Coastal Studies is to expand in a controlled way the activities of ECU in all dimensions of coastal North Carolina that will lead to more effective use of its natural, human and cultural resources. The Center is envisioned as an umbrella for the various regional activities. The administration and specific structure would need to be developed, but it should include access to the extant, germane institutes as well as faculty and staff within the University who have regional interests. It is important that it be eclectic in scope, as the issues facing the area are often multi-disciplinary and require synthesis, analysis, and vision. The Center could coordinate research programs and proposals; provide service functions, such as organizing fact-finding teams; and conduct educational programs. It would not supersede current relevant institutes and

centers, but rather strengthen them. For example, as a component of the Center, programs offered through the Institute would require greater support for the Institute to play an even larger role in the environmental issues of eastern North Carolina. Although units of the University have all functioned well, little interaction has occurred between them or especially between them and many of the faculty involved in regional activities. Better coordination is most desirable. Further, the public would have a central facility that would provide a showcase that both documents the history of the region and displays opportunities for the future.

Attributes and activities of the Center might include (1) liaisons with city, county and state government, (2) a building that houses individual components/institutes in close proximity to one another, (3) the capacity to respond quickly to problems by coordinating forums for planning, workshops that provide novel training, and think tanks that specialize in problem solving, (4) the dissemination of pertinent economic, sociologic, cultural, and scientific information, (5) basic research on problems facing the region, and (6) education/reeducation of area residents so as to enable them to adjust to economic/other changes that are forecast to occur over the next twenty years in the coast of North Carolina. In short, the Center will become the mechanism by which the resources of the University interface with the community at large.

Unlike most other centers/institutes at East Carolina University, both existing University faculty who wish to work through the Center and new faculty hired through the Center would hold academic appointments in a University department. Such an arrangement would provide security for the faculty and facilitate liaisons between the Center and academic departments. In further support of cooperation between the Center and academic departments, chairs of departments that were affiliated with the Center would serve in an advisory capacity to the Center director.

The Center should <u>not</u> be a "paper" unit. It deserves a facility that will allow it to be a showcase (possibly including a museum) for the public. The administrator should have authority on par with deans or directors, and have appropriate staff so that he or she can focus on assessing regional needs and marshalling resources to solve problems and create new opportunities.

RATIONALE FOR THE CENTER:

The Issue:

Major problems face the coastal region of North Carolina and the world as a whole. The capacity of a region to avoid problems and to control its destiny depends on the success of its people in (1) utilizing information to make correct decisions with regard to its future direction, and (2) developing leadership and training that will allow its natural and human resources to become

competitive in the context of the larger world. Traditionally universities have played a rather passive role in the economic and cultural development of their surroundings, focusing instead on the academic training of educators, business managers, and professionals. The resources that a university possesses are simply too valuable to be restricted to a one-way, limited transfer of information from university to the public. As problems become evermore acute in society, universities should become increasingly more sensitive to their external environment by becoming an integral part of it. The concept of a university as an "ivory tower" is outmoded and is a luxury that society can ill-afford to perpetuate.

An Expanded Opportunity for ECU:

As a comprehensive university in transition to the level of Doctoral II, with strong liberal arts, technological and science components, ECU has both the depth and diversity to provide information resources that can be used in solving problems and providing information useful to the public. The close association that ECU has with its immediate coastal region is an opportunity to develop partnerships that dissolve traditional barriers of interaction.

A number of institutes at ECU have developed such partnerships and have been quite successful. While the clientele that each of the institutes has developed represents the basis of the university-public partnership, greater access to the university is denied on a larger scope by the lack of a coordinated effort that could successfully target other relationships. A Center for Coastal Studies could facilitate present partnerships, maintain a high profile for these partnerships, and catalyze the development of new relationships between the entities within the university and sectors of the regional society that would benefit. In so doing the Center would be in full support of many of the goals of East Carolina University.

POINTS TO NOTE:

1. There are major problems facing the coastal region of North Carolina and throughout the world. While there are currently significant efforts at ECU to study some of these problems, there is still much to be done.

2. Both the general public and the state legislature are keenly aware of these problems and the need to address them. Major funding to investigate these problems has a high probability of becoming available from state, federal, and private sources. Potential for private donations appears strong.

3. The state has identified aquaculture as a component of agriculture, has a plan for aquaculture development in the state, and has established a Division of Aquaculture and Natural Resources within the Department of Agriculture. Accordingly, it is important to note that Eastern North Carolina is ideally suited for aquaculture given the low-lying lands and high water table and warm weather patterns and that ECU should be empowered to facilitate such efforts. Furthermore, the potential importance of aquaculture is especially important in light of the declining interest in tobacco crops which have been the mainstay of the economy of this region.

4. The North Carolina Biotechnology Center has a high priority plan for providing funding for research and development in aquaculture. ECU has an exceptionally strong base of biotechnology, fisheries, ecology, and other programs and faculty on which to expand into this area.

5. North Carolina's coastal system of estuaries is the third largest in the United States. ECU is proposing a Ph.D. in Coastal and Marine Resource Management, and student interest in coastal and marine studies is increasing steadily.

6. Numerous faculty have researched the history and heritage of the region. They are both rich and unique and deserving of preservation.

7. The Regional Development Institute and Center for Applied Technology currently work to serve the economic needs of the region, but could expand their roles.

8. The School of Education is the primary source of educators and higher educational instruction for the region.

9. The Center could be used to promote/facilitate commercial fishing, tourism and recreation. The last two points are particularly important given the National Seashore Recreational Area and the extensive network of National Wildlife Refuges in this part of the state.

10. The operation of the Center should be combined with the information or outreach function that the library currently provides, but more importantly with the expansion of technological capabilities in the future in mind. For example, videos based on the expert systems technology could be created to educate, train or advise commercial fishermen, aquaculturalists and recreation providers throughout the region via electronic media that they can dial up. Computer networks with up-to-date information, again, based on expert systems methodology could provide on-the-spot technical assistance for coastal related activities.

11. Information has been identified, properly, as one of the essential components that must be easily available to and accessible by individuals in eastern North Carolina. Academic Library Services has the combination of skilled staff and facilities that, when adequately funded, can provide the stewardship function to ensure the timely identification, acquisition, accessibility, and distribution of information in a diversity of formats to the citizens of this region. The foundation for this role exists already in the form of Joyner Library's Archives and Manuscripts and North Carolina Collection units. Working in tandem with the staff of the proposed Center for Coastal Studies and other participating university faculty and staff, library personnel can provide a wide range of information-based assistance to expand and enhance the effort described in this proposal.

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Institute/Center Development Form

COLLEGE/SCHOOL: Arts & Sciences DEPARTMENT: HPERS

TITLE OF PROPOSED INSTITUTE/CENTER: Institute For Human Performance Research

PRIMARY PURPOSE: Research X Service ___ Training ___

PROPOSED YEAR OF: Establishment 1992 Deletion _____ Redesign _____

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

Two years of strategic planning in the Department of HPERS has identified the need for and concomitant opportunity presented by establishing the Human Performance Laboratory as an autonomous, interdisciplinary Institute for Human Performance Research (IHPR). The mission of the IHPR will be to discover and disseminate knowledge in the area of exercise physiology through interdisciplinary research, teaching and service programs. Current and planned interdisciplinary activities of the institute are reflective of the general, educational, research and service missions of the University as outlined in "Strategies For Distinction, 1990-1995."

RATIONALE FOR INSTITUTE/CENTER ADDITION/DELETION/REDESIGN:

Designation of the Human Performance Lab (HPL) as a Research Institute would formalize current unofficial administrative autonomy and position the laboratory to be more competitive in securing external funding to support interdisciplinary research, service and educational programs. The institute would include current HPL faculty, staff and graduate research assistants with affiliated members from HPERS and other departments on the academic campus and selected departments within the School of Medicine. The central focus of the institute would be research and service involving exercise. This would draw investigators and collaborators from many disciplines with interests in Preventive Medicine, Clinical Medicine, Rehabilitation, Gerontology, Nutrition, Biochemistry, Physiology, Endocrinology, Psychology, Biostatistics, Physical Therapy, Biology and others. The institute would be the only one of its kind in North Carolina and one of only a few nationally.

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	.50				1.0					
Staff		1.50				.50				
Total	.50	1.50			1.0	.50				

*Graduate Research Assistant positions must increase but are not included above.

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	16,219						16,219	
Operating					10,000		10,000	
Library								
Computing								
Other								
Total	16,219				10,000		26,219	

Revised 9/20/90

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 ~~staff~~					28,534		28,534	
Operating					10,000		10,000	
Library								
Computing								
Other								
Total					38,534		38,534	

*1/2 secretary 7792
1.0 Research Technician $20,742

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								
Operating					10,000		10,000	
Library								
Computing								
Other								
Total					10,000		10,000	

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								
Total								

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					38,000		38,000	
Operating								
Library								
Computing								
Other								
Total					38,000		38,000	

*Tenure track faculty position (12 months)

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					7792		7792	
Operating					10,000		10,000	
Library								
Computing								
Other								
Total					17,792		17,792	

*1/2 time secretary position

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								
Library								
Computing								
Other								
Total								

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								
Library								
Computing								
Other								
Total								

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								

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								
Operating								
Library								
Computing								
Other								
Total								

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College of Arts & Sciences

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Institute/Center Development Form

COLLEGE/SCHOOL: Arts and Sciences DEPARTMENT: Political Science

TITLE OF PROPOSED INSTITUTE/CENTER: Center for the Study of Local Government

PRIMARY PURPOSE: Research X Service ___ Training ___

PROPOSED YEAR OF: Establishment 1991 Deletion _____ Redesign _____

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

Please see attached sheet

RATIONALE FOR INSTITUTE/CENTER ADDITION/DELETION/REDESIGN:

Please see attached sheet

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

The Center will conduct research primarily on town, city, county, and other local governments in the United States and other countries. While the main focus of the Center's research will be on political and governmental topics, the Center will encourage participation by members of the other social science disciplines in its efforts.

The establishment of this Center is consistent with the objectives set forth in a number of the priorities for action which have been articulated by the College of Arts and Sciences and the University. The Center will greatly facilitate our fulfillment of the department's research mission (A&S, Unit Plan, Goal 5, b, e, & f and University Directions, Goal 5, a, b, c, & e). Additionally, the Center will strengthen the department's case for accreditation of the Master's of Public Administration program by the National Association of Schools of Public Affairs and Administration. It will help demonstrate our commitment to research in the field of public administration and enhance the ability of our faculty to serve as consultants to various local governments (A&S Unit Plan, Goal 4, e and University Directions, Goal 4, d and Goal 8, g). Finally, the increased knowledge which the Center will generate for those conducting its research and for those utilizing the results will enable them to be more effective classroom instructors at both the undergraduate and graduate level (A&S Unit Plan, Goal 2 and University Directions, Goal 2, a, c, & d).

RATIONALE FOR INSTITUTE/CENTER ADDITION/DELETION/REDESIGN:

Local government is a primary research focus of the discipline of Political Science. We currently have a commitment on the part of the Department of Political Science to conduct research in this area because of its importance to the discipline and to the field of public administration. Given the presently available support base for research within the University, each time a professor desires to conduct survey research he or she must, in essence, reinvent the wheel. For example, the University does not have the kinds of bulk mail and return mail facilities which are necessary to adequately conduct this kind of research. The lack of such support capabilities means that research projects take longer and are more costly. The Center is seen primarily as a means of reducing the overhead costs of conducting research, thus allowing the faculty members to become more productive in their research efforts and to permit scarce university resources to be more efficiently used.

The Center will also increase the competitiveness of our faculty, both within the Department of Political Science and those in the other social sciences with projects that might be conducted through the Center, for external research grants. The establishment of the Center will serve as proof to external reviewing boards of the department's and the University's commitment to research in this field which is not currently apparent.

Description of Center and Relationship to Institutional Mission and Unit Vision:

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Rationale for Center Addition:

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ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty					.25		.25			
Staff					.5					
Total					.75		.25			

BUDGETARY IMPLICATIONS: ** Please see attached sheet
(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	$150.00			$1,000.00			150.00	1,000
Library								
Computing								
Other *	4,800						4,800	
Total	4,950			1000			4950	1000

* GRADUATE ASSISTANT

Revised 9/20/90

Budget Note

The Department of Political Science is willing to support the Center during the first four years in several important ways. We are willing to use an office in Brewster which is scheduled to become vacant as the location for the Center and to staff it with a graduate assistant. Also, one of the faculty members who plans to conduct his research out of the Center if it is created is willing to have his release time for research designated to the Center for coordination purposes. The department will pick up the phone and expenses for a bulk rate mailing permit. Thus, in essence, the Center would not cost the University any new monies. We would simply be using existing departmental resources under new labels. Beginning in 1995 we would like to have some university resources allocated to the Center freeing up these departmental resources for other purposes.

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	18,000						18,000	
Operating	500			1000			1500	
Library								
Computing								
Other								
Total	18,500			1000			19500	

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	10,000						10,000	
Operating								
Library								
Computing								
Other								
Total	10,000						10,000	

YEAR: _____

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								