THE FACULTY SENATE
February 18, 1997

Dr. Ray M. Bowen
President
Texas A&M University

Dear President Bowen:

At its regular meeting held February 10, 1997, the Faculty Senate considered and approved the following proposal from the University Curriculum Committee:

Substantive Degree Program Request: New Degree Program
B.A. in Maritime Studies
Texas A&M University at Galveston

Enclosed is the information considered by the Senate. Please inform me of your decision on this recommendation.

Sincerely yours,

Steven M. Oberhelman
Speaker, 1996-97

Enclosure

pc: Dr. Ronald G. Douglas, Executive Vice President & Provost
    Dr. R. Bruce Simpson, Chair, Curriculum Committee
    Ms. Linda F. Lacey, Director, Academic Support Services

APPROVED

DATE

2-27-97
Report of the University Curriculum Committee
January 10, 1997

The University Curriculum Committee recommends approval of the following:

Substantive Degree Program Request

*New Degree Program*
  B.A. in Maritime Studies
  Texas A&M University at Galveston
SUBSTANTIVE DEGREE PROGRAM REQUEST

Name of Institution: Texas A&M University at Galveston

Name of Proposed Program: Bachelor of Arts Degree in Maritime Studies. Texas.
CIP code: 30.1601.00

How would name of program appear on student diplomas?
Bachelor of Arts Degree in Maritime Studies

How would name of program appear on student transcripts?
Bachelor of Arts Degree in Maritime Studies

Administrative unit responsible for the program:
Department of General Academics

Proposed date for implementation of program: September 1997

Person to be contacted for further information about proposed program:
Name: Stephen Curley Title: Professor & Department Head
Phone: (409) 740-4501; e-mail: curleys@tamug.tamu.edu; fax: (409) 740-4962

Signatures:

[Signature]
Campus Chief Executive Officer

[Signature]
Date

[Signature]
President, Texas A&M University

[Signature]
Date

[Signature]
System Chief Executive Officer

[Signature]
Date

Governing Board approval date: _________________________
I. PROGRAM ADMINISTRATION

A. Describe how the program would be administered.

1. Indicate name and title of person(s) who would be responsible for curriculum development and on-going review. Dr. Stephen Curley, Department Head, Department of General Academics.

2. Describe responsibilities for student advisement and supervision. The fourteen full-time faculty members (listed in Item VI.A.3) in the Department of General Academics will advise Maritime Studies (MAST) students about course selection, university regulations, and student life.

3. If the program would be administered by more than one administrative unit, what factors make this desirable? The MAST program will be administered by one administrative unit, the Department of General Academics.

B. If a non-academic administrative unit would be involved in administering the program, describe the relationships. No non-academic administrative unit will be involved in administering the program.

C. If a new organizational unit would be created or an existing organizational entity modified as a result of this program, identify and describe the anticipated result. The Department of General Academics will be modified as a result of this program. Currently its faculty offers courses in the liberal arts, mathematics, and physical education and advises undeclared majors. According to the Noel-Levitz Student-Satisfaction Inventory, undergraduates rate this department near the top in every category. The department will now have the opportunity to administer a degree plan. This change will require additional faculty and another secretary. (See Item VI.A.2.)

II. PROGRAM DESCRIPTION

A. Educational Objectives

1. Describe the educational objectives of the program. The MAST program aims at preparing students for a sea-related career by providing them with a broad-based interdisciplinary education that focuses on various ways of understanding the sea. It is the only bachelor of arts program on campus; all other degree programs earn a bachelor of science. As the only degree program on campus that is not business related, or science or technology related, it provides an alternative curriculum for students interested in the sea.
2. If the program design includes multiple curricula, describe the educational objectives of each. The program design does not include multiple curricula.

B. Admission Standards

1. State admission requirements for the program. The admission standards for the MAST program are identical to standards listed in the Texas A&M University at Galveston (TAMUG) catalog for other campus curricula.

C. Degree Requirements.

1. In tabular form, indicate the semester credit hour (SCH) requirements for the degree. The following table categorizes the course requirements for the MAST degree. (See Appendix A for a layout of the full curriculum; see Appendix B for full course descriptions.)

<table>
<thead>
<tr>
<th>Category of Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Courses: computer usage (MARS 250); speech &amp; writing skills (ENGL 104, 301); mathematical/logical reasoning (MATH 166, PHIL 240); humanities (ANTH 202, PHIL 314); social science (POLS 331, 340); physical education (4 sch KINE 199); citizenship (HIST 105, 106, POLS 206, 207)</td>
<td>43</td>
</tr>
<tr>
<td>Required Courses for Program: 34 sch maritime courses (ANTH 316, 318; HIST 232; ENGL 335; GEOG 210; MARA 470, 489; OCNG 401; MAST 411, 481; POLS 347; RPTS 301; 26 sch other support courses (ANTH 210; GEOG 201, STAT 201, SCOM 203; SPAN 101, 102, 201, 202)</td>
<td>57</td>
</tr>
<tr>
<td>Prescribed Electives: science (8 sch); history (3 sch); literature (3 sch).</td>
<td>14</td>
</tr>
<tr>
<td>Free Electives</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>129</td>
</tr>
</tbody>
</table>

2. Identify and describe special requirements for the program. Students are required to spend a summer semester or winter inter-session aboard the University training ship Texas Clipper, an opportunity that will distinguish these students when they apply for jobs after graduation (see Appendix F, p.7, letter from the U.S. Department of Transportation approving the use of the ship). During their sea-semester they get first-hand experience aboard a ship: they will have an internship position aboard the ship and will take an academic course with a sea-related theme.
3. If transfer students would be admitted to the program, list articulation agreements completed, in negotiation, or planned. Transfer students will be accepted into this program as long as they fulfill the same university requirements as transfer students accepted into any other program on campus. TAMUG has articulation agreements to assist students transferring from the two nearest community colleges, Galveston College and College of the Mainland.

D. Curriculum.

1. Identify by prefix, number, title, and description (including prerequisites) courses to be required or elected in the proposed program. (See Appendix B, Courses to Be Required or Elected.)

2. If the program design includes multiple curricula, identify courses unique to each alternative. The program includes no multiple curricula.

3. Provide a semester-by-semester projection for offering of the required and prescribed courses during the first 5 years. (See Appendix C, Schedule of Course Offerings.)

4. Describe arrangements that would serve non-traditional students. On weekdays after 5:00 p.m., TAMUG would offer sections of classes in history (HIST 105, 232) and Spanish (SPAN 101, 102) for the convenience of MAST students (projected at less than 5% of the total student population) who work during the day. (See Appendix B, Courses to Be Required or Elected.)

5. If the general education/core curriculum component of the proposed program differs from that required for all or most other undergraduate programs at the institution, indicate how and why. The core curriculum of the MAST program is identical to that of other programs in the university.

E. Supporting Fields.

1. Identify existing degree programs and non-degree supporting fields that would complement the proposed program; describe the relationship of each to the proposed program. The proposed MAST program enhances the marine and maritime focus of the other seven degree programs on campus: Marine Biology, Marine Engineering Technology, Marine Fisheries, Marine Sciences, Marine Transportation, Maritime Administration, Maritime Systems Engineering. It makes use of the Texas Clipper as do the programs that offer the option of a U.S. Coast Guard license in Marine Biology, Marine Sciences, Marine Transportation, and Marine Engineering Technology. It includes courses offered from the
Department of General Academics (currently a non-degree department that will become degree granting if the proposed MAST program is approved) and from the following degree programs: policy courses from Maritime Administration and science courses from Marine Sciences. It introduces several new courses that would be attractive electives (see courses marked with asterisks in Appendix B, Courses to Be Required or Elected) for students in any of the seven degree programs.

2. If existing programs or supporting fields would require updating or expansion because of the new program, explain how and why. No existing programs or supporting fields require updating or expansion because of the MAST program.

F. Effect on Existing Programs

1. Describe how existing courses would be affected by enrollments generated in the proposed program, including, but not limited to, the potential need for additional sections or increased class sizes, faculty, library resources, equipment, supplies, and/or space. The proposed program would require slightly increased (by less than 5%) class sizes for existing courses. This would be accommodated according to the Campus Master Plan for managed growth to an undergraduate enrollment of 1700 by the year 2000. The MAST program would be one component of that growth.

G. Accreditation

There is no professional program accreditation for the proposed interdisciplinary program. It would be part of the general institutional accreditation by the Southern Association of Colleges and Schools.

III. EVALUATION

A. Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rate, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate survey, or other procedures. How would evaluations be carried out? During the first five years of the program, the Office of Student Records will compare data on admission and retention rates in the MAST program to the other seven degree programs. The program will be monitored by the standing Campus Retention Committee, and the ad hoc Department Committee to assess the viability of the MAST program will interview graduating students and track the progress of their careers.
IV. PROGRAM NEED/DEMAND

A. Identify similar programs. There is no similar program in Texas or out-of-state institutions.

B. Describe justification for the proposed program.

1. Local, regional, state, national and international needs. Maritime culture makes up a major part of the economic base in the Galveston Bay/Upper Texas Coast region. TAMUG students who desire to study this culture currently have no option on campus other than curricula in science, business, or engineering; there is a need for the broad-based, multidisciplinary, generalist approach offered by the MAST program. The human dimension is important when dealing with environmental issues and legislation. Much needs to be addressed about a society that is living near the sea (50% of the U.S. population lives within 100 miles of the coast; 60% of the population of Texas lives within 50 miles of the coast). Graduates of the proposed program will have an understanding of sea-related social/industrial issues, onshore/offshore cultural conflicts, the meaning and effect of migration to the coast, the problems of seaside housing and coastal erosion, etc.

2. The long-range academic plan of the institution. Because of its maritime focus, the MAST program complements all existing programs at TAMUG. It fills a gap: the campus will for the first time be offering a bachelor of arts program. The MAST program adds to current degree programs a major that focuses on the human dimension and broadens the elective base for students in all other majors.

3. Demand from prospective students. Prospective students who lack either the interest in or the aptitude for intensive mathematics and science have had to look elsewhere to accommodate their desire to study the sea. The growth (from 70 to 140 in the past three years) of the non-degree program in "General Academics" is in part evidence of the demand for a generalist approach to the sea. In exit interviews, students who leave this institution before graduation have expressed interest in the idea for an interdisciplinary program about the sea, broadly based in the liberal arts. The proposed MAST program would attract new students who want to study the sea and whose primary interests lie in areas other than science, business or technology. A July 1996 survey (250 surveys sent; 34 responses returned) asked high school counselors, "Is there a need for such a degree among your students?" Based on the information provided, 53% said there was a need among their students. (See Appendix D, Results from the Surveys).
4. **Job market needs.** The Department sent letters to coastal-related businesses (165 surveys sent; 19 responses returned) asking them to indicate whether they would hire graduates from the MAST program. Appropriate employment opportunities for MAST students include activities along the coast: coastal cities planning departments; coastal economic development (e.g., chambers of commerce); sea-related recreation & tourism; public relations for maritime industry; port-related businesses; sea-related museums and aquariums; historical associations of coastal communities; conservation groups (e.g., marine mammal stranding network, Kemp Ridley turtle program), etc. A July 1996 survey asked prospective employers, "Would you consider hiring a graduated from TAMUG with a B.A. in maritime studies?" Based on the information provided, 47% would consider hiring a graduate of the program; 36.8% indicated that a specific position existed within their organizations for such a graduate. Salaries for new graduates received 21% responses in each of three ranges: $18-21K per year; $22-25K; and $26-30K per year. (See Appendix D, Results from the Surveys).

5. **Educational and cultural needs of the community.** Galveston clearly has a strong maritime culture and no other four-year undergraduate institution meets its needs for sea-related education (20% of the population of Texas lives within 50 miles of Galveston Bay). Coastal Texas is a multi-use environment that would profit from the existence of a program designed to see those uses from multiple perspectives. Opportunities exist for cooperative ventures with libraries, museums, leadership programs, and historical associations to host lectures for the general public on coastal issues, educational short courses for the maritime industry, and continuing education for the local community about the environment.

V. PROGRAM POTENTIAL

A. **Estimate the cumulative headcount and full time equivalent (FTE) enrollment for each of the first 5 years.** The following table estimates the headcount (HC) enrollment and the full-time equivalent (FTE) enrollment for the first five years of proposed program.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>New Students</td>
<td>5</td>
<td>4.75</td>
<td>10</td>
<td>9.50</td>
<td>20</td>
</tr>
<tr>
<td>Continuing</td>
<td>35</td>
<td>33.25</td>
<td>45</td>
<td>42.75</td>
<td>55</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>38.00</td>
<td>55</td>
<td>52.25</td>
<td>75</td>
</tr>
</tbody>
</table>
B. Explain assumptions used in making these estimates. Estimates in the previous table are based upon current enrollment, retention and transfer rates collected by the Office of Student Records, and upon student interest in the proposed program. The FTE estimate is based upon the assumption, based on historical data documented in the Campus Master Plan, that 1 headcount = .95 FTE students.

VI. RESOURCES

A. Personnel

1. Describe any personnel additions of changes in the past three years made in anticipation of the program. One MAST-related course was introduced into the schedule in fall 1996: the Department of General Academics has hired a 0.25 FTE lecturer to teach ANTH 202 "Introduction to Archaeology."

2. Indicate for the first five years the cumulative number of FTE personnel who would be involved in delivery of the program.

| Table 3. Projected FTE Personnel Involved in MAST Program, First Five Years |
|-----------------|---------|---------|---------|---------|---------|
|                 | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
| Released Time   | 0.25    | 0.25    | 0.50    | 0.50    | 0.50    |
| Full-time Faculty: |        |         |         |         |         |
| Assistant Prof | 0       | 0       | 1.0     | 1.0     | 1.0     |
| Lecturer       | 0       | 0       | 0       | 1.0     | 1.0     |
| Part-time Faculty | 0.25   | 0.63    | 0.75    | 1.00    | 1.00    |
| Clerical Staff | 1.0     | 1.0     | 1.0     | 1.0     | 1.0     |

a. Released time for administration. A program coordinator will be given a course load reduction so that he or she can deal with the administrative chores associated with the implementation of the program.

b. Full-time faculty. Full-time faculty (tenure-track and non-tenure track) will be hired in anthropology/archaeology, the intellectual center of the program. One full-time tenure-track Assistant Professor will be hired in year 3; a non-tenure-track Lecturer will be hired in year 4. One or both of these positions may be filled by joint appointment with the Department of Anthropology at Texas A&M University.

c. Part-time faculty. Part-time faculty will be hired to teach anthropology/archaeology in years 1 & 2 (until full-time faculty are hired). Other part-time faculty members will be hired to teach courses in the following disciplines: logical reasoning; speech; statistics; intermediate Spanish; recreation, park and tourism sciences; and environmental ethics.
Some of these part-time positions may be filled by joint appointment with relevant academic departments at Texas A&M University.

d. Graduate student assistants. none

e. Clerical/support staff. Administration of the proposed program will require the services of a full-time clerk. He or she will be hired at the rank of Clerk III and assist the full-time secretary currently employed by the Department of General Academics.

f. Others. none

3. List current faculty members, indicating highest earned degree/institution, field of study, current teaching and research assignments, dates of appointment, and anticipated contribution to the program. Specify course(s) each faculty member would teach.

The following current faculty members are expected to contribute to the proposed program. (Courses listed are described in full in Appendix B.)


4. If current faculty would be teaching new courses, how would their teaching assignments change, and how would their current assignments be accommodated? The use of new and part-time lecturers will allow for the shifting of teaching assignments to accommodate the new program.

5. List all new positions required during the first five years of the program and indicate whether the positions would be additions or reassignments. If reassignment, indicate the source. The proposed MAST program in its first five years will require the following new positions (see Appendix B for course descriptions):

a. Released time for administration: Program coordinator (reassigned by 0.5 FTE released time from the Department of General Academics).

b. Full-time faculty: 2.0 FTE (1.0 Assistant Professor; 1.0 Lecturer) to teach ANTH 316, ANTH 318, MAST 411, MAST 481.

c. Part-time faculty Lecturer positions (0.25 FTE each) to teach one section each of ANTH 202 ANTH 210, PHIL 240, PHIL 314, RPTS 301, COM 203, SPAN 201, SPAN 202, STAT 201.

d. Clerical/support staff: 1.0 FTE Clerk III.

6. Describe qualifications that would be sought in new faculty, indicate the expected level of appointment and anticipated contributions to the program. Full-time faculty in anthropologist/archaeology: one tenure-track Assistant Professor, Ph.D. required, is expected to engage in scholarly activity (research and publishing), advise students, and teach ANTH 202, 316, 318, and MAST 411, 481; one non-tenure-track Lecturer, master's degree required (Ph.D. preferred), will advise students and teach ANTH 202, 210, 316, 318, and MAST 481. Part-time positions for Lecturers require master's degrees in the field; only teaching is expected of part-time faculty. (See Appendix B for course descriptions.)

B. Library (see Appendix E for assessment by Library Director)

1. List any library holdings added in the past three years in anticipation of the program. In the past three years, the library has continued to make purchases reflecting the campus interest in the sea. These purchases include materials of interest to the proposed program especially in the
areas of anthropology and archaeology. In 1996, a new library-use fee has enabled the library to increase the level of its purchases.

2. **Describe library holdings specifically relevant to the proposed program, noting strengths and weaknesses.** The campus library is a recognized repository of materials relating to the sea, including works relevant to science, technology, business, and the liberal arts. Included are materials about the Texas coast, ships, sea-related commerce, sea fiction and poetry, marine geography, history of the sea and sea power, naval affairs, biographies of sea-related figures. The library needs to enhance its holdings in anthropology and archaeology. The new library-use fee, which will increase in the next three years, will help fund purchases in this area. The library director has planned to emphasize the MAST program in new purchases.

In addition, the Library building houses the Galveston Bay Information Center, offering data and information resources and services on maritime subjects, primarily related to Galveston Bay, the Texas Coast and the Gulf of Mexico. Of particular relevance to the MAST program is the Center's database on maritime human factors, a research program sponsored by the US Maritime Administration.

3. **Describe cooperative library arrangements that would be available to students in this program.** The library is a member of the AMIGOS Bibliographic Council and cooperates with its Interlibrary Lending group to provide free lending and photocopy privileges in a large number of libraries throughout Texas, Oklahoma, Louisiana, and Arkansas. The Library also participates with other state-funded colleges and universities in Texas through the TexShare program that provides access to a number of cooperative general use and full text databases, universal library borrowers' cards, subsidized electronic document delivery, as well as subsidized paper document delivery. Students at the Williams Library can access the catalog of and obtain interlibrary loans from the Sterling C. Evans Library at Texas A&M University at College Station, the second largest academic library in Texas. The Evans Library includes several collections of use to the MAST program: a nationally ranked Oceanography Collection, which is among the top three in the country; a Nautical Archaeology Collection, which attract scholars from around the world; and a Naval History Collection, which has a nationally ranked naval architecture collection (see Appendix F, p. 6, Letter from Dean and Director, Evans Library). Another cooperative arrangement within the Texas A&M University System provides more electronic databases and services as well as a subsidy for electronic communications and hardware including the Trans Texas Video Network.
4. **Provide library director's assessment of library resources necessary for the proposed program.** The library director sees the need for further acquisitions of sea-related material in the liberal arts, especially in nautical archeology and anthropology. The library assesses its collection of sea-related material as strong; liberal-arts material as moderate; archeology and anthropology material as weak. The newly instituted Student Library Use Fee has allowed the Library to begin purchasing monographic literature. The heavy reliance of the user population of TAMUG on scientific and technical periodical literature, and the rapid escalation in the cost of that literature had squeezed the Library budget until only periodicals were being purchased. In anticipation of most support literature to MAST being in the monographic format, a permanent supplement to the Library's budget needs to be in place to assure continuing purchasing for MAST-related materials. (See Appendix E, Letter from Library Director for more detailed assessment.)

**C. Equipment**

1. **List any equipment acquired in the past three years in anticipation of the program.** No equipment has been acquired in the past three years in anticipation of the program. This is not an equipment-intensive program.

2. **Itemize expenditures projected during the first 5 years for equipment and supplies specifically for the proposed program.** During year 2 and year 3, there is a need to purchase 2 office computers ($6000) for new faculty to give them access to e-mail, the Internet, and computer programs to help them in their work (e.g., word processing). In year 5, those computers need to be upgraded ($4000). Supply costs include support (e.g., paper, pens, computer disks, printer cartridges) for the new full-time and part-time faculty, reproduction costs for material (e.g., syllabi, handouts) needed in additional classes.

**D. Facilities**

1. **Describe any facility added or modified in the past three years in anticipation of the program.** No facilities have been added or modified in the past three years in anticipation of the program. This is not a facilities-intensive program.

2. **Describe the availability and adequacy of existing facilities that would be used for the proposed program.** Existing facilities (classrooms and offices) are adequate for the proposed program.
3. Describe planned alteration or renovation of existing facilities needed for the program; estimate date of availability and display estimated cost in Item VII. The campus is in the midst of designing its Campus Master Plan. The needs of the MAST program have been considered.

4. Describe planned new facilities needed for the program; estimate date of availability and display estimated cost in Item VII. Planned new facilities for the program: office space will be made available by TAMUG’s planned 1997 purchase (a grant from the Moody Foundation has been approved to make this purchase possible) of the Ft. Crockett building of Galveston College.

VII. COSTS

On the attached form, provide estimates of new costs to the institution related to the proposed program(s) and provide information regarding sources of funding that would defray those costs. See the attached form "New Costs to the INSTITUTION AND SOURCES OF FUNDING" (Appendix G, prepared by the TAMU Office of Planning and Institutional Research, shows the anticipated formula income from students in the proposed program during years 3 through 5).

VII. ADDITIONAL COMMENTS THAT WOULD BE HELPFUL TO THE COORDINATING BOARD IN EVALUATING THIS PROGRAM REQUEST.

The MAST program is designed to fit within and enhance the sea-related role and mission of Texas A&M University at Galveston. In recognition of this role, when the Galveston Campus became part of the College of Geosciences, Texas A&M University, the College changed its name to the College of Geosciences and Maritime Studies [italics added]. Texas A&M University at Galveston provides undergraduates with marine and maritime opportunities available nowhere else in the United States.

There is precedence for the Coordinating Board approving such an interdisciplinary degree program. The College of Liberal Arts, Texas A&M University (College Station campus), has recently been authorized to offer a B.A. degree in International Studies.

At the April 1996 meeting of the TAMUG Board of Visitors (the advisory group for the campus, similar to a board of directors) with Dr. Ray Bowen, president of Texas A&M University, the proposed MAST program received unanimous support as a way to fulfill the sea-related mission of the campus.

TAMUG, a relatively small special-purpose public institution with a fall enrollment of around 1200 undergraduates, needs to grow in order to achieve the benefit of economies of scale (i.e., it needs a larger student population to
achieve the critical mass needed to operate auxiliary services cost effectively). The MAST will help us achieve that goal by attracting new students interested in studying the sea in an interdisciplinary bachelor-of-arts program.

The program will be of the same high caliber as the existing business-science-technology bachelor of science majors. The consistently high ranking of the campus in US News & World Report is influenced in part by the favorable academic reputation of TAMUG among administrators of other institutions in the State of Texas and elsewhere.

As a byproduct, the MAST program makes available courses attractive to majors in other programs. Undergraduates have continually brought to the attention of the academic administration (most recently in petitions from the student senate and the results of the Noel-Levitz Student-Satisfaction Inventory) the need for increased elective offerings. For the first time, TAMUG students will be able to register for courses in logical reasoning, archaeology, public speaking, basic statistics, and intermediate foreign language.

The proposed program has been well received. Letters of endorsement are attached from the Student Senate, TAMUG; Head, Department of Anthropology, TAMU; Head, Nautical Archaeology Program, TAMU; Executive Associate Dean, College of Liberal Arts, TAMU; Associate Dean for Undergraduate Programs, International and Development, College of Liberal Arts, TAMU; Dean and Director, the Sterling C. Evans Library, TAMU; Director, Office of Maritime Labor, Training and Safety, US Department of Transportation (see Appendix F for letters of endorsement). In addition, a donor, who asks to remain anonymous, has pledged two substantial scholarships ($10,000 per award, payable to each student at $2,500 per year) to attract high caliber students to the program; after year two of the program, the donor will decide to continue to offer based on the results.

Authorization for the MAST program is crucial to the intellectual growth of TAMUG and will help meet the educational needs of Galveston and the State of Texas.
## COSTS OF PROGRAM/ADMINISTRATIVE CHANGE TO THE INSTITUTION

<table>
<thead>
<tr>
<th></th>
<th>Before Approval*</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries (New)</td>
<td></td>
<td></td>
<td></td>
<td>48,750</td>
<td>85,188</td>
<td>89,447</td>
<td>223,385</td>
</tr>
<tr>
<td>(Reallocated)</td>
<td>2,000</td>
<td>4,000</td>
<td>11,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Admin (New)</td>
<td></td>
<td></td>
<td></td>
<td>4,410</td>
<td>4,631</td>
<td>4,862</td>
<td>13,903</td>
</tr>
<tr>
<td>(Reassignments)</td>
<td>2,000</td>
<td>2,100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad Assists (New)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Reallocated)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Staff (New)</td>
<td></td>
<td></td>
<td></td>
<td>15,572</td>
<td>16,350</td>
<td>17,168</td>
<td>49,090</td>
</tr>
<tr>
<td>(Reallocated)</td>
<td>14,124</td>
<td>14,830</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>1,000</td>
<td>2,000</td>
<td>2,000</td>
<td>3,000</td>
<td>3,000</td>
<td></td>
<td>11,000</td>
</tr>
<tr>
<td>Library &amp; IT Resources</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>(**)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>3,000</td>
<td>3,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Identify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>2,000</strong></td>
<td><strong>23,124</strong></td>
<td><strong>35,130</strong></td>
<td><strong>75,732</strong></td>
<td><strong>111,169</strong></td>
<td><strong>120,477</strong></td>
<td><strong>367,632</strong></td>
</tr>
</tbody>
</table>

* Include costs incurred for three years before the proposal is approved by the Board: e.g., new faculty, library resources, equipment, facilities remodeling, etc.

** IT = Instructional Technology

**EXPLANATIONS:**

---

---
# Projected Sources of Funding

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Before Approval</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formula Income from ALL Students in Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formula Income ONLY from Students New to the Institution Because of the Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other State Funding (specify below)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation of Existing Resources**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Funding (specify below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Funding (specify below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Specify sources (e.g., Special Item, HEAF, PUF, Auxiliary Enterprises, special grant, contract, etc.)

** Describe sources of reallocation (e.g., specific faculty retirements, specific program reductions, etc.)

## Explanations:

* PUF equipment
  1. Faculty line budgeted but not expended due to death of faculty member
  2. Adjunct salaries re-assigned
  3. VP reserves re-allocated
  4. Other departmental expenses decreased to cover cost of supplies
  5. Library and computer use fees re-allocated to support program needs

See Appendix C, Formula Income for Proposed Bachelor of Arts in Maritime Studies
Appendices
Appendix A: Curriculum
Bachelor of Arts Degree in Maritime Studies (129 hrs)

The interdisciplinary undergraduate program in Maritime Studies (MAST) provides students with a broad-based education that also underscores the importance of understanding the sea.

The principal components of this major are (1) one educational cruise on board the university's training ship Texas Clipper; (2) core courses related to the sea; (3) sufficient elective hours for concentrating on a discipline other than the major.

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>(Th-Pr)</th>
<th>Cr</th>
<th>Second Semester</th>
<th>(Th-Pr)</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 104 Composition &amp; Rhetoric</td>
<td>(3-0)</td>
<td>3</td>
<td>HIST 106 History of US</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 105 History of US</td>
<td>(3-0)</td>
<td>3</td>
<td>Literature elective(^2)</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 166 Top in Contemp Math II</td>
<td>(3-0)</td>
<td>3</td>
<td>PHIL 240 Introduction to Logic</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>Science elective(^1)</td>
<td>(3-3)</td>
<td>4</td>
<td>Science elective(^1)</td>
<td>(3-3)</td>
<td>4</td>
</tr>
<tr>
<td>KINE 199 Kinesiology</td>
<td>(0-2)</td>
<td>1</td>
<td>KINE 199 Kinesiology</td>
<td>(0-2)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

| ANTH 202 Intro to Archaeology      | (3-0)   | 3  | ANTH 210 Soc and Cult Anth           | (3-0)   | 3  |
| HIST 232 American Seapower         | (3-0)   | 3  | SPAN 102 Beginning Spanish II        | (3-2)   | 4  |
| POLS 206 American Natl Govt        | (3-0)   | 3  | MARS 250 Basic Programming          | (3-0)   | 3  |
| SCOM 203 Public Speaking           | (3-0)   | 3  | POLS 207 State & Local Govt          | (3-0)   | 3  |
| SPAN 101 Beginning Spanish I       | (3-2)   | 4  | STAT 201 Elem Stat Inference         | (3-0)   | 3  |
| KINE 199 Kinesiology               | (0-2)   | 1  | KINE 199 Kinesiology                 | (0-2)   | 1  |
|                                      |         |    |                                      | 17      | 17 |

**SUMMER OR WINTER CRUISE**

| GEOG 201 Human Geography          | (3-0)   | 3  |                                      |         |    |
|                                    |         |    |                                      | 3       |    |

**JUNIOR YEAR**

| ANTH 318 Naut Archl of Americas    | (3-0)   | 3  | History elective\(^3\)              | (3-0)   | 3  |
| ENGL 301 Technical Writing         | (3-0)   | 3  | ENGL 335 Literature of the Sea       | (3-0)   | 3  |
| GEOG 210 Marine Geography          | (3-0)   | 3  | POLS 340 Intro to Public Admin       | (3-0)   | 3  |
| POLS 347 Pol of Energy & Environ   | (3-0)   | 3  | SPAN 202 Intermediate Span II        | (3-0)   | 3  |
| SPAN 201 Intermediate Span I       | (3-0)   | 3  | Elective\(^4\)                      | (3-0)   | 2  |
|                                      |         |    |                                      | 15      | 15 |

**SENIOR YEAR**

| MARA 470 Environ Law               | (3-0)   | 3  | ANTH 316 Naut Archaeology            | (3-0)   | 3  |
| MARA 489 Marine Environ Reg        | (3-0)   | 3  | MAST 411 Intl Maritime Culture       | (3-0)   | 3  |
| OCG 401 Intro to Oceanography      | (3-0)   | 3  | MAST 481 Seminar                     | (1-0)   | 1  |
| POLS 331 World Politics            | (3-0)   | 3  | PHIL 314 Environmental Ethics        | (3-0)   | 3  |
| RPTS 301 Leisure Outdoor Rec       | (3-0)   | 3  | Electives\(^4\)                     | (6-0)   | 6  |
| Elective\(^4\)                     | (3-0)   | 3  |                                      | 16      | 16 |
|                                      |         |    |                                      | 18      | 18 |

**Total Hours** 129

**NOTES:**

1. Science electives are to be selected from the approved Core Curriculum list for science.
2. Any English course in literature may be used to satisfy the literature elective.
3. Any history course may be used to satisfy the history elective.
4. Free elective courses should be chosen in consultation with, and approved by, the student's academic advisor.
Appendix B:
Courses to Be Required or Elected in the Bachelor of Arts Degree in Maritime Studies

Courses are listed in three categories: 1) Courses already on the TAMUG inventory of course offerings, 2) Courses on the TAMU inventory that are to be added to the TAMUG inventory; and 3) Courses to be developed specifically for the MAST program.

1. Courses Already on the TAMUG inventory:

ANTH 202* Introduction to Archaeology (3.0). Credit 3
An introduction to the study of the human past through the retrieval, analysis and interpretation of material remains.

ANTH 210 Social and Cultural Anthropology (3.0). Credit 3
Evolution of cultures; differences, similarities and effects of material and non-material culture on economic, social and political organization. (ANTH 2351)

ENGL 104 Composition and Rhetoric (3.0). Credit 3
Focus on referential and persuasive researched essays through the development of analytical reading ability, critical thinking and library research skills. (ENGL 1302, 1304, or 1307)

ENGL 301 Technical Writing (3.0). Credit 3
Advanced writing in technical, scientific, and business fields; reports, proposals, and other papers; correspondence. Prerequisite: ENGL 104; junior classification in the major department, or approval of instructor.

ENGL 335 Literature of the Sea (3.0). Credit 3
Significance of the sea in fictional and factual accounts, such as novels, short stories, poems, and narratives of sailors and seafaring life. Prerequisite: 3 credits of literature at 200 level or above.

GEOG 201 Introduction to Human Geography (3.0). Credit 3
A survey of the major systems of man-land relations of the world and their dissimilar developments. The processes of innovation, diffusion and adaptation stressed with regard to changing relationships between people and their environment. (GEOG 1301)

GEOG 210 Marine Geography (3.0). Credit 3
Introduction to the physical and cultural patterns of the coastal zones of the world. Interrelationships between the physical forms and processes and the cultural patterns used to analyze human use and abuse of the sea.

HIST 105 History of the United States (3.0). Credit 3
Colonial Heritage; revolution; adoption of Constitution; growth of nationalism and sectionalism; Civil War; reconstruction. (HIST 1301)
HIST 106  History of the United States (3.0). Credit 3
Since reconstruction; new social and industrial problems; rise of progressivism; U.S. emergence as a world power; World War I; reaction and New Deal; World War II; contemporary America. (HIST 1302)

HIST 232  History of American Sea Power (3.0). Credit 3
Development of American sea Power from the 18th century to the present.

History Elective  3 hours
(May be selected from any history course.)

KINE 199  Required Physical Activity (0.2). Credit 1
May be repeated for credit each semester.

Literature elective  3 hours
(May be selected from any literature course.)

MARA 470*  Environmental Law (3.0). Credit 3
This course is designed to provide a broad background of basic statutes, regulations, and cases dealing with the major issues in international and federal environmental law. Specifically, the course will focus on pragmatic training in statutory, regulatory, and treaty reading and interpretation, analysis of administrative and legislative intent for law. Prerequisites: Approval of instructor or department head.

MARA 489*  Marine Environmental Regulatory Affairs Research (3.0). Credit 3
Provides the student with both a theoretical and administrative perspective as well as a practical approach to marine environmental regulatory affairs, covering both the international and federal domains. Prerequisites: Approval of instructor or department head.

MARS 250  Basic Programming (2.2). Credit 3
Introduction to micro-computers and BASIC as a programming language, algorithms, storage, conditional clauses, arrays, matrices, functions, character strings, routines and subroutines, word processing, spread sheets and data bases.

MATH 166  Topics in Contemporary Mathematics II (3.0). Credit 3
Finite mathematics, matrix theory, probability theory, game theory. Credit will not be given for more than one of MATH 141 and 166.

PHIL 240*  Introduction to Logic (3.0). Credit 3
Methods and principles used to distinguish between correct and incorrect reasoning; uses of language, informal and formal fallacies, Venn diagrams, truth-tables, symbolic notation, formal deductive proof, induction.

OCNG 401  Introduction to Oceanography (3.0). Credit 3
Quantitative survey of interdisciplinary relationship between biological, chemical, geological, geophysical and physical aspects of the ocean. Prerequisites: Approval of instructor; junior or senior classification; MATH 131 or equivalent and CHEM 101.
POLS 206  American National Government (3.0). Credit 3
Survey of American national government, politics, and constitutional development.

POLS 207  State and Local Government (3.0). Credit 3
Survey of state and local government and politics with special reference to the constitution and politics of Texas.

POLS 331  Introduction of World Politics (3.0). Credit 3
Analysis of contemporary world from point of view of nation-state; political problems, factors involved in foreign policies and relations of nations. Prerequisite: POLS 206 or approval of department head.

POLS 340  Introduction to Public Administration (3.0). Credit 3
American public administration; development of public service; theories of organization and management, executive leadership and policy formation, bureaucratic politics, administrative accountability and personnel practices. Prerequisites: POLS 206 or approval of department head.

POLS 347  Politics of Energy and the Environment (3.0). Credit 3
U.S. energy and environmental problems and politics and the political, legal and institutional factors influencing their development and implementation. Prerequisite: POLS 206 or approval of department head.

Science elective  8 hours
(Science electives must be selected from University Core Curriculum of Texas A&M University.)

SCOM 203*  Public Speaking (3.0). Credit 3
Training in speeches of social and technical interest designed to teach students to develop and illustrate ideas and information and to inform, stimulate, and persuade their audiences.

SPAN 101  Beginning Spanish I (3.2). Credit 4
Elementary language study with oral, written and reading practice. Preparation for conversation. Part of class preparation will be done in language laboratory. Students with prior instruction are required to take the Spanish Placement Test before enrolling for the first time in college Spanish course.

SPAN 102  Beginning Spanish II (3.2). Credit 4
Continuation of SPAN 101. Part of class preparation will be done in language laboratory. Prerequisite: SPAN 101. Students with prior instruction in Spanish are required to take the Spanish Placement Test before enrolling the first time in college Spanish course.

Electives  12 hours
(Free electives are to be chosen in consultation with, and approved by, the student's academic advisor.)
2. Courses to Be Added from the TAMU Inventory to the TAMUG Inventory:

ANTH 316** Nautical Archaeology (3.0). Credit 3
Underwater shipwrecks, sunken harbors and other submerged evidence of human activities; relationship to cultural geography in general; problems of diving technology, surveying and preservation; relevance to modern problems cross-listed with GEOG 316

ANTH 318** Nautical Archaeology of the Americas (3.0). Credit 3
Seafaring in the Americas from the 16th to the 20th centuries based on shipwreck archaeology; ship construction, exploration, commerce, naval warfare and related activity; influence of seafaring on the cultures, economics and history of the Western Hemisphere.

PHIL 314** Environmental Ethics (3.0). Credit 3
Moral basis of duties to preserve or protect plants, animals and environmental systems; foundations of environmental law and policy; the idea of nature in philosophy; critique of social and economic analyses of environmental values. Prerequisite: Sophomore classification or approval of instructor.

RPTS 301** Leisure and Outdoor Recreation (3.0). Credit 3
Development and administration of recreational facilities in natural and indoor settings. Development of community, land and water resources to provide recreation and leisure and their roles in modern American culture.

SPAN 201** Intermediate Spanish I (3.0). Credit 3
Readings of average difficulty. Review of grammar, practice in conversation and composition. Prerequisite: SPAN 102. Students with prior instruction in Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

SPAN 202** Intermediate Spanish II (3.0). Credit 3
Continuation of SPAN 201 with more advanced material. Prerequisite: SPAN 102. Students with prior instruction in Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

STAT 201** Elementary Statistical Inference (3.0). Credit 3
Data collection, tabulation and presentation. Elementary description of the tools of statistical inference; probability, sampling and hypothesis testing. Applications of statistical techniques to practical problems. May not be taken for credit after any other course in statistics or BANA 303 has been taken.

3. Courses to Be Developed Specifically for the MAST Program:

MAST 411** International Maritime Culture (3.0). Credit 3
Strategies used in the exploitation of marine, coastal, and island habitats throughout human evolutionary history. Study of variety and complexity of adaptations in such environments using the tools of biological and sociocultural anthropology. Prerequisite: approval of instructor.
MAST 481** Seminar in Maritime Studies (1.0). Credit 1

Literature of an issue, event, period, or people in maritime studies. Prerequisite: senior maritime studies major or approval of instructor.

---

*Courses added during the last 3 academic years

**Proposed courses to be added if the program is authorized
### Appendix C:
Schedule of Course Offerings\(^1\) for First Five Years,
B.A., Maritime Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANTH 202, ENGL 104, BIOL 113/123, CHEM 101/111, HIST 105, KINE 199, MATH 166</td>
<td>HIST 106, BIOL 114/124, CHEM 102/112, ENGL 203, KINE 199, PHIL 240</td>
<td>ENGL 104, HIST 105, MATH 166, POLS 206</td>
</tr>
<tr>
<td>2</td>
<td>ANTH 202, ENGL 104, BIOL 113/123, CHEM 101/111, HIST 105, KINE 232, MATH 166, POLS 206, SCOM 203, SPAN 101</td>
<td>ANTH 210, HIST 106, BIOL 114/124, CHEM 102/112, ENGL 203, KINE 199, MARS 250, PHIL 240, POLS 207, SPAN 102, STAT 302</td>
<td>ENGL 104, GEOG 201, HIST 105, MATH 166, POLS 206</td>
</tr>
<tr>
<td>3</td>
<td>ANTH 202, ANTH 318, ENGL 104, ENGL 301, BIOL 113/123, CHEM 101/111, GEOG 210, HIST 105, HIST 105, KINE 199, MATH 166, POLS 206, POLS 347, SCOM 203, SPAN 101, SPAN 201</td>
<td>ANTH 210, HIST 106, HIST 226, CHEM 114/124, CHEM 102/112, ENGL 203, ENGL 335, KINE 199, MARS 250, PHIL 240, POLS 304, SPAN 102, SPAN 202, STAT 302, misc. electives</td>
<td>ENGL 104, GEOG 210, ENGL 301, HIST 105, HIST 232, MATH 166, POLS 206, misc. electives</td>
</tr>
<tr>
<td>4</td>
<td>ANTH 202, ANTH 318, ENGL 104, ENGL 301, BIOL 113/123, CHEM 101/111, GEOG 210, HIST 105, HIST 105, KINE 199, MARA 470, MARA 489, MATH 166, OCNG 401, POLS 206, POLS 331, POLS 347, RPTS 301, SCOM 203, SPAN 101, SPAN 201, misc. electives</td>
<td>ANTH 210, ANTH 316, HIST 106, HIST 226, CHEM 114/124, CHEM 102/112, ENGL 203, ENGL 335, KINE 199, MARS 250, MAST 411, MAST 481, PHIL 240, PHIL 314, POLS 207, POLS 340, SPAN 102, SPAN 202, STAT 302, misc. electives</td>
<td>ENGL 104, GEOG 210, ENGL 301, HIST 105, HIST 232, MATH 166, POLS 206, misc. electives</td>
</tr>
<tr>
<td>5</td>
<td>ANTH 202, ANTH 318, ENGL 104, ENGL 301, BIOL 113/123, CHEM 101/111, GEOG 210, HIST 105, HIST 105, KINE 199, MARA 470, MARA 489, MATH 166, OCNG 401, POLS 206, POLS 331, POLS 347, RPTS 301, SCOM 203, SPAN 101, SPAN 201, misc. electives</td>
<td>ANTH 210, ANTH 316, HIST 106, HIST 226, CHEM 114/124, CHEM 102/112, ENGL 203, ENGL 335, KINE 199, MARS 250, MAST 411, MAST 481, PHIL 240, PHIL 314, POLS 207, POLS 340, SPAN 102, SPAN 202, STAT 302, misc. electives</td>
<td>ENGL 104, GEOG 210, ENGL 301, HIST 105, HIST 232, MATH 166, POLS 206, misc. electives</td>
</tr>
</tbody>
</table>

\(^1\)See Appendix B for complete descriptions of the courses listed.
APPENDIX D

Survey Results - Bachelor of Arts in Maritime Studies
Texas A&M University at Galveston
July 30, 1996

Rationale: In order to assess the need for a new bachelor of arts degree in maritime studies, the Associate Campus Dean for Academic and Administrative Services at Texas A&M University at Galveston, initiated surveys of two key groups: (1) Texas school counselors to determine student interest in and need for this program, and (2) regional Chambers of Commerce and marine and maritime businesses to determine employer interest in and need for program graduates.

Procedures: The following procedures were used in conducting the surveys.

(1) A doctoral student in higher education from the University of Houston who had a background in marketing was selected to develop and implement the survey.

(2) A pilot instrument was developed and circulated to members of the Galveston Chamber of Commerce. Revisions were made to refine to develop a separate instrument for use by school counselors. A curriculum guide to the new program was added for both instruments.

(3) A list of 1800 school counselors, secured from the Texas Counseling Association, provided the pool for the counselor survey. Ten of the largest metropolitan areas in the state were selected, and 250 names from these locations were randomly selected for surveying. Surveys were mailed to home addresses due to summer distribution.

(4) A separate survey instrument was prepared for 165 individuals representing executive directors and members of Chambers of Commerce along the Gulf Coast, corporate officers in the Texas maritime industry and other related businesses, and the TAMUG Board of Visitors (institutional advisory board).

(5) Both sets of surveys were mailed in early July 1996.

Results: Response rates were 13.6% for the counselor survey and 11.5% for the business survey.

COUNSELOR SURVEY: Responses represented all regions of the state. Respondents answered as follows:

Based on the information provided, 53% said there was a need among their students for such a program.

Respondents indicated potential interest by ethnic groups as 29% African American, 35% Hispanic, and 26.5% Asian; and potential
interest among students with 3.0 grade point averages or above at 44%.

The highest levels of interest in potential career fields were attributed to medicine, law, engineering, social science and business.

BUSINESS SURVEY: The range and strength of the entities represented in the response pool was notable. The response list included several Chambers of Commerce from across the state, a conservation program, a law firm, an energy corporation, several banks, and a variety of businesses directly serving the maritime industry.

Respondents answered as follows:

Based on the information provided, 47% would consider hiring a graduate of the program; 36.8% indicated that a specific position existed within their organizations that graduates would qualify for; salaries for new graduates received 21% responses in each of three ranges, $18-20,000; $22-25,000; and $26-30,000.
November 15, 1996

Stephen Curley, Ph.D.
Department Head
General Academics Department
Texas A&M University at Galveston

Dear Dr. Curley:

My assessment of the Jack K. Williams Library's holdings in support of your proposed new degree program in Maritime Studies is attached.

This assessment relates principally to your proposed new courses for the degree program: ANTH 316, ANTH 318, MAST 411, MAST 481, PHIL 314, RPTS 301, SPAN 201, SPAN 202, and STAT 201.

The body of the report follows this cover letter.

Sincerely,

Natalie Wiest
Library Director
Method of Evaluation

This report relates to the new course proposals of the General Academics Department for the Maritime Studies curriculum. Those courses, as described in the proposal, are: ANTH 316, ANTH 318, MAST 411, MAST 481, PHIL 314, RPTS 301, SPAN 201, SPAN 202, and STAT 201. As a basis of comparison some existing courses, MARA 470 and 489, and ENGL 335, are included.

As a method of evaluation, Library of Congress (LC) subject headings descriptive of course content were searched in the Williams Library online catalog to see how many "hits" would occur with the existing collection. These LC subject headings are assigned to library materials as they are added to the collection. Most records of materials have only two or three LC subject headings assigned, so I expect these numbers under-represent true holdings, although they do give us some method for comparison. There will be some overlap between headings, but that will be minimal. A table of those search results is included as Appendix 1.

Discussion

ANTH 316, Nautical Archaeology and ANTH 318, Nautical Archaeology of the Americas.

Anthropology is a new area for library holdings, and what we have already is limited. The periodical International Journal of Nautical Archaeology is held by the Library continuously from 1980. Collection building is needed.

MAST 411 International Maritime Culture, MAST 481, Seminar in Maritime Studies. Most of the Library's holdings on the marine/maritime environment are from the scientific viewpoint. A major bibliography and collection of materials on Maritime Human Factors, just completed by the Galveston Bay Information Center (housed in the Library) strengthens holdings in that area. Seafaring life and reports of life on board cruises of exploration are well represented in the collection. Sociological studies of human populations in island or coastal communities are less well represented and will be a target area for development. For the local area, a bibliography and reference collection on Galveston Bay is available for consultation.

PHIL 314. Environmental Ethics. The collection of materials to support MARA 470
(Environmental Law) and 489 (Marine Environmental Regulatory Affairs Research) is fairly extensive. The Library's continuing subscription to the LEXIS/NEXIS online, full text database, is a strong support to this.

The ethical side of dealing with these problems is represented, but needs to be strengthened.

RPTS 301, Leisure and Outdoor Recreation. Sport sailing, diving (SCUBA, snorkel), recreational fishing and boating, have always been topics of interest to this campus and are well represented in Library holdings. The study of overall leisure and outdoor recreational activities is new to the collection and will require collection building.

SPAN 201, 202 Intermediate Spanish. I assume these two Spanish classes are text-based. Our collection holds very little literature written in Spanish. No daily or other periodical literature is received in the Spanish language. I recommend we add one or more daily and/or general interest periodical format material as a top priority.

STAT 201, Elementary Statistical Inference. The Library's holdings in the are of statistics are modest. The course will focus on its textbook and assigned problems so additional information about statistics will be collected at only a modest level.

Conclusion

The Library has holdings to represent these new topics, but collection building for better support is an issue that needs to be considered.
Appendix 1

The number of records ("Number of hits") retrieved per assigned LC subject headings follows:

<table>
<thead>
<tr>
<th>LC Subject Headings (relevant course)</th>
<th>Number of hits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology (ANTH 316, 318, MAST 411)</td>
<td>41</td>
</tr>
<tr>
<td>Environmental impact (MARA 470, 489)</td>
<td>199</td>
</tr>
<tr>
<td>Environmental ethics (MAES 411, 481; PHIL 314)</td>
<td>8</td>
</tr>
<tr>
<td>Environmental policy (MARA 470, 489, MAST 481, PHIL 314)</td>
<td>222</td>
</tr>
<tr>
<td>Leisure (MAES 481, RPTS 301)</td>
<td>12</td>
</tr>
<tr>
<td>Logic (PHIL 314)</td>
<td>74</td>
</tr>
<tr>
<td>Marine pollution (MARA 470,489; MAST 481)</td>
<td>293</td>
</tr>
<tr>
<td>Marine resources conservation (MARA 470,489; MAST 411, 481)</td>
<td>75</td>
</tr>
<tr>
<td>Outdoor education (RPTS 301)</td>
<td>3</td>
</tr>
<tr>
<td>Outdoor recreation (RPTS 301)</td>
<td>55</td>
</tr>
<tr>
<td>Philosophy (PHIL 314)</td>
<td>183</td>
</tr>
<tr>
<td>Public Speaking (SCOM 203)</td>
<td>18</td>
</tr>
<tr>
<td>Recreation (RPTS 301)</td>
<td>68</td>
</tr>
<tr>
<td>Sea in Literature (ENGL 335)</td>
<td>12</td>
</tr>
<tr>
<td>Seafaring life (ENGL 335, ANTH 316)</td>
<td>69</td>
</tr>
<tr>
<td>Statistics (STAT 201)</td>
<td>102</td>
</tr>
<tr>
<td>Sustainable development (MARA 470)</td>
<td>8</td>
</tr>
<tr>
<td>Underwater archaeology (ANTH 316, 318)</td>
<td>43</td>
</tr>
<tr>
<td>Totals</td>
<td>1485</td>
</tr>
</tbody>
</table>
September 20, 1996

Dr. Stephen Curley, Head
Department of General Academics
Texas A&M University at Galveston
P.O. Box 1675
Galveston, TX  77553

Dear Dr. Curley,

As the representative student government of Texas A&M University at Galveston, we are pleased to endorse and support the proposed Maritime Studies (MAST) curriculum.

Texas A&M University at Galveston is renowned for its intensive degree programs in marine disciplines, with a focus on sciences, engineering, and business. The new MAST degree program would serve to augment the existing marine programs while introducing a new, broad-based study in liberal arts. MAST would offer current students of other majors additional courses in the humanities while at the same time offer prospective students the opportunity to study the sea and maritime issues in a more generalist approach.

As a nationally unique degree program, the proposed MAST curriculum also allows our University to attract students who would otherwise enroll at other institutions that offer more generalized studies. The degree plan would also help our University retain students currently in the General Academics department and students of existing majors who transfer because they seek studies that are less science and mathematics intensive. Thus, the new degree would make strides in helping to increase the University's enrollment.

Many students whom we have talked with have expressed an interest in the new Maritime Studies degree and its proposed course offerings. Like us, they recognize the growing importance of understanding the interaction of social, industrial, and environmental issues in a maritime setting. The proposed Maritime Studies curriculum offers students the unique opportunity to study these issues at an institution already devoted to the "study of the sea."

Again, we offer our whole-hearted support of the new Maritime Studies degree. If there is anything that we can do to help this proposal become a reality, please do not hesitate to contact us. We look forward to expanding our Senate to include two new Maritime Studies Representatives in the near future.

Sincerely,

THE STUDENT SENATE

[Signatures]

John Michael
Student Body President
Maritime Administration Representative

John Bratcher
Vice-President of Academic Affairs
Marine Transportation Representative
Dr. Stephen Curley, Head  
Department of General Academics  
Texas A&M University at Galveston  
Galveston, Texas 77553  

December 2, 1996  

Dear Dr. Curley,  

The faculty of the Department of Anthropology has reviewed your proposal for a Bachelor of Arts Degree in Maritime Studies and endorse your proposal. We feel that such a program would complement our efforts at Texas A&M University in College Station and that your program would also provide opportunities for our faculty and students to interact with your faculty and participate in research that might be occurring on your campus.  

If we can be of additional assistance to you when your new program is approved, please call on us. We would welcome an opportunity to cooperate with you in areas of both academics and research. Such cooperative endeavors would benefit both of our programs.  

Best regards,  

 Vaughn M. Bryant, Jr.  
Professor and Head  
(vbryant@tamu.edu)
MEMORANDUM

TO: Stephen Curley
   Head, Department of General Academics

FROM: Donny L. Hamilton
      Frederick R. Mayer Faculty Fellow
      Head, Nautical Archaeology Program

SUBJECT: Letter of Endorsement for MAST Program

Dr. Curley, I want to thank you for keeping me and the Nautical Archaeology Program (NAP) at Texas A&M University at College Station informed over the past year on the proposed Bachelor of Arts degree in Maritime Studies (MAST) being proposed for Texas A&M University at Galveston. Recently, I had the opportunity to discuss the program with Dr. Connie Borders Strode, Associate Campus Dean, TAMU at Galveston and I have also had the opportunity to review the proposal being submitted to the Coordinating Board in Austin. I believe that MAST will be an important and appropriate addition to the academic program of the Galveston campus. I was particularly pleased to see that the degree will be a bachelor of arts, which I think will expose students to a broader range of topics, than is common in many bachelors of science degrees. As proposed the MAST degree program curriculum provides an interesting and balanced exposure to the cultural side of maritime history along with the technical aspects of seafaring for degree seeking students, as well as other students.

I can see several area where the MAST program of the Galveston Campus and the NAP of the College Station campus can cooperate and interact. For instance, there is the possibility of NAP faculty lecturing at Galveston and even for some of our better graduate students to teach select courses on the Galveston campus. There is also the possibility of faculty of both campuses serving on graduate committees. I can also see where some of our students might want to take courses or get training in various aspects of seafaring that are not available on the College Station campus. In no way does the degree program proposed for the Galveston campus compete with or compromise the Nautical Archaeology Program at College Station campus, which is exclusively a graduate degree concentrating exclusively in archaeology. For these reasons, I am in full support of the proposed MAST degree program.
December 17, 1996

Professor Steve Curley, Head
General Academics
Texas A&M University at Galveston
Box 1675
Galveston, TX 77553

Dear Professor Curley:

I am writing in support of the proposal to create a B.A. degree program in Maritime Studies (MAST) at Texas A&M University at Galveston (TAMUG). A degree program in Maritime Studies will provide students with a unique opportunity to shape a course of study to take advantage of unique academic and environmental resources on the Galveston campus.

The MAST program will benefit our nautical archeology program here in College Station. Specifically, we expect that advanced doctoral students as well as faculty in our nautical archeology program will be involved in teaching required MAST courses. Moreover, we expect that some students completing that B.A. program will look to our graduate programs to continue their studies.

In short, the College of Liberal Arts at Texas A&M University—College Station, endorses the MAST program proposal without reservation.

Regards,

Ben M. Crouch
Executive Associate Dean

BMC/bw
December 17, 1997

Professor Stephen Curley, Department Head
General Academics
Texas A&M University at Galveston
Box 1675
Galveston, Texas  77553

Dear Professor Curley:

The Bachelor of Arts in Maritime Studies which Texas A&M at Galveston has proposed to the Coordinating Board provides a broad-based, interdisciplinary general academic degree which takes advantage of unique site-specific features of your campus. With respect to curriculum, above the foundation core courses, the range of upper division courses deals with maritime matters from humanistic and scientific perspectives, enhanced by a basic Spanish language requirement and by the international dimension provided by study and travel on the Texas Clipper. The student will learn about and experience the Gulf of Mexico as a window to the world. This unique opportunity provides Texas students with learning and career perspectives which should contribute to the enhancement of the state’s economy.

As a member of the university’s Academic Operations Committee I have visited your campus, met with your faculty and administrators, and worked on concerns of your academic unit. I am pleased that you bring to the university this unique BA in Maritime Studies and will look forward to its successful implementation.

Sincerely,

Nancy Joe Dyer, Associate Dean for
Undergraduate Programs, International and Development
December 17, 1996

Stephen Curley, Ph.D.
Department Head
General Academics Department
Texas A&M University at Galveston

Dear Dr. Curley,

My assessment of the Sterling C. Evans Library's holdings indicate that our collections can support your proposed new degree program in Maritime Studies. The Evans Library has nationally ranked collections in Nautical Archaeology, Oceanography and Naval History. As the second largest academic library in Texas, the Evans Library has outstanding collections in Engineering, Life Sciences and Agriculture. The library has been building a strong collection in Professional Ethics as part of an initiative from the Philosophy Department.

Sincerely,

[Signature]

Fred Heath
Dean and Director
October 30, 1996

RADM William T. McMullen, USMS
Superintendent, Texas State Maritime Program
Texas A&M University at Galveston
P.O. Box 1675
Galveston, TX 77553

Dear Admiral McMullen:

Thank you for your letter of September 13, 1996, concerning a Bachelor of Arts (B.A.) degree in Maritime Studies you are proposing to offer at the Texas A&M University at Galveston. This degree would provide an alternative to students interested in marine and maritime affairs to become associated with related professional fields, and would not be available to USMS cadets. At present, the curriculum calls for one training cruise, occurring during the Sophomore year, on the TEXAS CLIPPER II.

Amendment No. 1 to Contract MA-12065, Article 3A. Training Ship, states:

B. While the vessel is engaged in any training voyage, the following categories of personnel are permitted aboard the vessel under controls and conditions established by the School:

(4) other students enrolled at the School in a maritime-related program, on a space available basis.

All license candidates must, however, continue to be fully trained in accordance with the expected standards and requirements for sea time. You have stated that the Sophomore Maritime Studies students would not detract from the mission of the training cruise and would not impair the quality of cadet training.

In view of the above, MARAD hereby approves your request that students in the Maritime Studies field be allowed to sail in their Sophomore year on the annual training cruise of the TEXAS CLIPPER II.

Sincerely,

TAYLOR E. JONES II
Director, Office of Maritime Labor,
Training and Safety
Formula income for Proposed Bachelor of Arts in Maritime Studies

<table>
<thead>
<tr>
<th>Headcount Enrollment</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>20</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>55</td>
<td>75</td>
<td>95</td>
</tr>
<tr>
<td>Total Students</td>
<td>75</td>
<td>100</td>
<td>130</td>
</tr>
</tbody>
</table>

Student Credit Hours
(ALL SCH ARE LIB. ARTS. PROGRAM)

<table>
<thead>
<tr>
<th>New Students</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>285</td>
<td>357</td>
<td>500</td>
</tr>
<tr>
<td>Spring</td>
<td>285</td>
<td>357</td>
<td>500</td>
</tr>
<tr>
<td>Summer</td>
<td>15</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>585</td>
<td>744</td>
<td>1040</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Students</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1069</td>
<td>1425</td>
<td>1853</td>
</tr>
<tr>
<td>Spring</td>
<td>1069</td>
<td>1425</td>
<td>1853</td>
</tr>
<tr>
<td>Summer</td>
<td>60</td>
<td>90</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>2198</td>
<td>2940</td>
<td>3626</td>
</tr>
</tbody>
</table>

FORMULA INCOME

Faculty Salaries
(Rate)
New $51.50 $52.99 $54.53
Total $30,128 $39,425 $56,711
$113,197 $155,791 $208,632

Dept. Op. Expense
(Rate= 22% Fac. Salaries)
New $6,628 $8,673 $12,476
Total $24,903 $34,274 $45,899

Library
(Rate X SCH)
New $13.66 $14.07 $14.48
Total $7,991 $10,468 $15,059
$30,025 $41,366 $55,400

Instructional Administration
(Rate X Fall HDCT)
New $49.69 $49.69 $49.69
Total $994 $1,242 $1,739
$3,727 $4,969 $6,460

Student Services
(Rate X Fall HDCT)
New $73.30 $75.43 $77.62
Total $1,466 $1,886 $2,217
$5,498 $7,543 $10,091
| Source: Office of Planning and Institutional Research, Texas A&M University | Appendix G, p. 2 |

<table>
<thead>
<tr>
<th>Institutional Support (HDCT RATE X FALL HDCT)</th>
<th>Headcount Rate</th>
<th>New</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$137.16</td>
<td>$141.13</td>
<td>$145.22</td>
</tr>
<tr>
<td>New</td>
<td>$2,743</td>
<td>$3,528</td>
<td>$5,083</td>
</tr>
<tr>
<td>Total</td>
<td>$10,287</td>
<td>$14,113</td>
<td>$18,879</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Income</th>
<th>New</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$49,950</td>
<td>$65,222</td>
</tr>
<tr>
<td>New</td>
<td>$49,950</td>
<td>$65,222</td>
</tr>
<tr>
<td>Total</td>
<td>$187,636</td>
<td>$258,055</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Dr. Steve Oberhelman
Speaker, The Faculty Senate

SUBJECT: The Faculty Senate Resolution on Undergraduate Minor Programs

This is to inform you that I have approved The Faculty Senate Resolution of December 9, 1996, (FS.14.082) regarding the Rule on Minor Programs with one stipulation. The AOC has recommended that the word “undergraduate” be inserted in the title of the Resolution to make certain the intent of the document is clear. I agree with the AOC’s recommendation.

By copy of this memorandum, I am informing the deans of my approval.

Ray M. Bowen

Attachment

cc: Dr. Ronald G. Douglas
Deans
Associate and Assistant Provosts
TEXAS A&M UNIVERSITY
Office of the President

January 16, 1997

Dr. Ronald G. Douglas

Memo to: ________________________________________________

The attached has been approved and is returned for further handling.

Ray M. Bowen

cc: / Dr. Sallie Sheppard
    Ms. Jeanette Pharis

FACULTY SENATE
RECEIVED
FEB 24 1997
TEXAS A&M UNIVERSITY
MEMORANDUM

TO: Dr. Ray M. Bowen
President

SUBJECT: Faculty Senate Resolution on Undergraduate Minor Programs

According to Dr. Sallie Sheppard, the AOC has discussed The Faculty Senate Resolution on Undergraduate Minor Programs. The AOC is recommending you approve this resolution. However, the AOC suggests that the word "undergraduate" be inserted in the title to make sure the intent is clear.

The AOC has initiated efforts leading to implementation of the undergraduate minor programs pending approval by you.

Ronald G. Douglas
Executive Vice President
and Provost

RGD:kky
Attachment
cc: Dr. Sallie Sheppard
Ms. Jeanette Pharias

OFFICE OF THE PRESIDENT
JAN 15 1997
FACULTY SENATE RECEIVED
FEB 24 1997
TEXAS A&M UNIVERSITY
THE FACULTY SENATE

UNDERGRADUATE

RULE ON MINOR PROGRAMS

The minor program should provide either a concentration of prescribed courses that focus on a single content area or an interdisciplinary and/or comparative perspective on more than one area. The minor program consists of 15-18 hours with a minimum of 6 in residence at the 300-400 level. The minor program is (or minor programs are) recognized on the transcript after graduation, but not on the diploma.

A department, program, or college determines whether or not it grants a minor program, enrollment limits, and what courses count. The minor program-granting department, program, or college is responsible for approving substitutes and may impose and monitor a grade point requirement, prerequisite-residency in minor program, and/or capstone or methodology course to ensure the academic integrity of the minor program.

The student's college and/or major department determines the number of minor programs a student may seek and shall be responsible for advising after the student receives signed approval from the department, program, or college granting the minor program.

"Approved by the Faculty Senate December 9, 1996 (FL.14.082)"
THE FACULTY SENATE

December 16, 1996

Dr. Ray M. Bowen
President
Texas A&M University

Dear President Bowen:

At its regular meeting held December 9, 1996 the Faculty Senate considered and approved a resolution from the Academic Affairs Committee on "Rule on Minor Programs."

Thank you for considering this important issue.

Sincerely,

Steven M. Oberhelman
Speaker, 1996-97

Enclosure

pc: Dr. Ronald G. Douglas, Executive Vice President & Provost
    Senator Thomas E. Wehrly, Chair, Academic Affairs Committee

APPROVED

DATE
THE FACULTY SENATE

RULE ON MINOR PROGRAMS

The minor program should provide either a concentration of prescribed courses that focus on a single content area or an interdisciplinary and/or comparative perspective on more than one area. The minor program comprises 15-18 hours with a minimum of 6 in residence at the 300-400 level. The minor program is (or minor programs are) recognized on the transcript after graduation, but not on the diploma.

A department, program, or college determines whether or not it grants a minor program, enrollment limits, and what courses count. The minor program-granting department, program, or college is responsible for approving substitutes and may impose and monitor a grade point requirement, prerequisite, residency in minor program, and/or capstone or methodology course to ensure the academic integrity of the minor program.

The student’s college and/or major department determines the number of minor programs a student may seek and shall be responsible for advising after the student receives signed approval from the department, program, or college granting the minor program.

Approved by the Faculty Senate December 9, 1996 (FS.14.082)