



UNIVERSITY OF MISSOURI-ST. LOUIS

Senate

8001 Natural Bridge Road
St. Louis, Missouri 63121-4499
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6769

M E M O R A N D U M

TO: The Senate

FROM: Dr. Joseph Martinich, Senate Chair

A handwritten signature in cursive script, appearing to read 'J. Martinich'.

DATE: January 13, 1993

The Senate will meet at 3:00 p.m. on Tuesday, January 19, in 222 J. C. Penney.

Agenda

- I. Approval of minutes from previous meeting (action item)
- II. Report from the Chairperson -- Dr. Martinich
- III. Report from the Chancellor -- Chancellor Touhill
- IV. Report from the Faculty Council -- Dr. Spaner
- V. Report from the Intercampus Faculty Council -- Dr. Pierce (see attached)
- VI. Report from the Student Government Association -- Mr. Tomlinson
- VII. Reports from standing committees:
 - A. Admissions and Student Aid -- Dr. Williamson
 - B. Budget and Planning -- Chancellor Touhill
 - C. Curriculum and Instruction -- Dr. Ott (action items, see enclosures)
 - D. Physical Facilities and General Services -- Dr. Ratcliff (see attached)
 - E. Committee on Committees -- Dr. Lehmkuhle (elections to fill student vacancies on Budget and Planning Committee, Physical Facilities and General Services, and Student Affairs)
- VIII. Other business

REPORT FROM THE INTERCAMPUS FACULTY COUNCIL

The IFC met in Columbia on January 7. The discussion was wide-ranging at times, but centered on the following items.

The President, with input from IFC, has developed an Executive Guideline on Dismissal for Cause. He is hopeful that this will take the place of revisions in the tenure regulations. The document underscores the importance of annual reviews of faculty. It goes further than the existing document in requiring an annual report on possible cases of dismissal for cause be reported by the Chancellors to the President and then to the Board. This should go to the Board in January as an information item.

The IFC reviewed the recommendations of the University of Missouri Committee on Sexual Harassment. One of President Russell's top priorities when he became president was a review of the university policies regarding sexual harassment. The recommendations of the committee are summarized in its report. The IFC was primarily concerned with two changes: the definition of sexual harassment as revised by the legal office and the addition of a statement on non-retaliation. The revised definition (additions are underlined) reads, "Sexual Harassment is defined for this policy as either unwelcome sexual advances or requests for sexual activity by a member of the faculty or staff to a subordinate member of the faculty, staff or student body, or other unwelcome verbal or physical conduct of a sexual nature by a member of the faculty, staff or student body to a member of the faculty, staff or student body, when: 1. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or 2. the purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed; or 3. the purpose or effect of such conduct is, to a reasonable person, to create an intimidating, hostile or offensive environment."

Members of IFC were concerned that there are many situations in which a colleague may not be a supervisor (e.g. associate to assistant professors), but may still be in a position to make decisions about that person. The word subordinate will be deleted and "over whom they have power" will be added to the end of the first clause. We were concerned as well that a person could make false reports and the person accused would have no recourse when the report was not substantiated. The non-retaliation statement is based on EEOC guidelines and must be included in the document. A sentence will be added regarding the fact that the university does not condone false reports.

The president has asked Kate Markie from the General Counsel's office to develop a statement on consensual relationships. This will be reviewed by IFC.

The recommendations of the Sexual Harassment Committee will be taken to the Board in January.

The IFC discussed Curator Cozad's concern about grades. Each campus is now examining the possibility of instituting a +/- grading system. This will provide better discrimination between grades. After much discussion, we have been unable to determine a feasible way to indicate the context of a grade. We have asked the president to convey this to Curator Cozad.

During our past discussions of the faculty workload policy, the president said he would send a letter to the campuses outlining his views on how the policy should be interpreted. This letter should be sent soon.

The president is concerned about advising. Feedback from his trips around the state indicate that many people believe advising should be improved. President Russell has asked that a Columbia committee on advising be expanded to include representatives from each campus. He has also requested each Chancellor to bring forward suggestions on how to enhance advising on his or her campus. These will go to the Board in January along with plans for improving general education.

The president noted that there would be no new money for general education this year.

In his comments, the president said he was impressed by Carnahan. He believes Carnahan's goals are pretty much on target. He added that next year's budget would be built on 4.5% growth, a 2% increase over this year's budget.

The IFC has planned a retreat for next month. We will be discussing faculty development, the retrenchment of professionalism in the university, the responsibilities of IFC, and cooperative programs. We are open to suggestions of other topics.

Report from the
Senate Physical Facilities Committee
January 19, 1993

The committee has met twice with Deputy Driemeier to discuss campus security. The following items are under discussion:

Key Policy - The campus key policy is being revised to specify who can authorize issuance of keys at each level. The number of master keys issued should be limited. Beginning with Lucas Hall, the campus will be re-keyed with copyrighted key blanks. Access to some buildings after hours may be limited to a single entrance. Larger buildings such as the Science Complex may have 2 or 3 entrances after hours.

Department heads will receive semester reports indicating all campus personnel who have access to their space. It will be the Department's responsibility to ensure that keys are returned when appropriate. The committee feels that the return policy will be unenforceable without a penalty imposed on individuals who leave the campus without returning keys.

Student Patrols - will be dressed in identifiable uniforms and carry a 2-way radio. They will be assigned in teams to patrol buildings, parking lots and walkways at all hours. Some members of student patrol may be used as building monitors for the Science Complex and CCB after hours. They will be stationed at building entrances. They will not be issued keys to rooms in these buildings. The Chief will interview and screen applicants. Adequate training should be provided.

Custodial Services - Reinhart Schuster has extended the contract for private custodial service in CCB. Starting February 1, the same firm will begin cleaning classroom areas in SSB. When the Tower repairs are completed, the contract will be extended to the Tower. There is some consideration being given to moving some of the campus custodians back to the day shift.

All service personnel are being asked to wear uniforms and an ID badge.

Lighting - Chancellor Touhill and Reinhart Schuster have walked the campus after dark to assess lighting. The problems are more serious than just burned-out light bulbs. Replacement light fixtures have been ordered.

The committee has invited Professor Alan Wagner from CCJ to participate in these discussions.

REPORT FROM THE SENATE COMMITTEE ON CURRICULUM AND INSTRUCTION

12/10/92 and 1/5/93

I. The Committee recommends Senate approval for the following changes in degree requirements (see attached):

- A. M.A. in Mathematics
- B. Master's in Public Policy Administration
- C. M.S. in Physiological Optics
- D. Ph.D. in Physiological Optics

II. The Committee has effected the following course changes/additions:

Philosophy 174	change number	"Philosophy and Literature"	3 hours
Philosophy 278	change title, description	"Philosophy of Mind"	3 hours
Philosophy 365	add	"Theory of Decisions and Games"	3 hours
ED PSY 412	add	"Psychology of Learning Processes"	3 hours
SEC ED 208	add	"Mathematics Teaching Intern Seminar"	1 hour
Physical Education 268	change prerequisite, description	"Curriculum and Methods of Teaching Physical Education"	3 hours

III. The Committee recommends Senate approval for a proposed new degree program, the Doctor of Nursing (see attached summary).

IV. The Committee recommends approval for the proposed academic calendar for 1994-95 (see attached).

V. The Committee recommends approval for the proposed new general education requirements (see enclosure).

SENATE PROPOSAL FORM FOR (check one): CHANGE IN DEGREE REQUIREMENTS
 CHANGE IN MINOR
 CHANGE IN CERTIFICATE PROGRAM
 (See Instructions on Reverse)

(Do Not Write in This Space)
 initials/date

ROUTING:
 Academic Affairs Jan 15/22/92
 Graduate School Jan 19/92
 (if applicable)
 Senate C&I Jan 12-10-92
 Senate _____
 Academic Affairs _____

Page 1 of 3

Mathematics & Computer Science
 Department

Signed: [Signature] 2/10/92
 Department Chair Date

Arts & Sciences
 School or College

Signed: [Signature] 4-9-92
 Dean Date

Master of Arts in Mathematics
 Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? no yes--list departments and secure sign-offs

Page number(s) 108, 109 and year 1991-92 of most recent Bulletin listing.

Current Bulletin listing:	Proposed Bulletin listing:	Rationale:
Degree Requirements Master of Arts in Mathematics Candidates for the M.A. degree must complete 30 hours of work including: a) The following mathematics courses: 310, Advanced Calculus I 340, Introduction to Abstract Algebra I 345, Linear Algebra b) Fifteen hours of mathematical sciences courses numbered above 400, chosen with prior approval of the granduate director. Note: Requirement a can be waived, but no credit obtained, if the	Degree Requirements Master of Arts in Mathematics Candidates for the M.A. degree must complete 30 hours of work including: a) The following mathematics courses: 310, Advanced Calculus 316, Functions of a Complex Variable 340, Introduction to Abstract Algebra 345, Linear Algebra 380, Introduction to Topology b) Fifteen hours of mathematics courses numbered above 400, chosen with the prior approval of the graduate director. Note: Students who have already taken courses equivalent to those in a as part of their under-graduate degree may substitute other courses	The 5 required 300-level courses provide a solid foundation for a further study of mathematics. All students will be required to complete these courses and we plan to draw on this material for the comprehensive exam. This will enable us to assume a solid and uniform background of students in courses at the 400-level. The requirement of topology is particularly important. In recent years, many of our students have not taken a topology course and this has hurt them in some 400-level courses. The requirement that 300-level courses be completed with grades of SEN:7/88

SENATE PROPOSAL FORM FOR (check one): (x) CHANGE IN DEGREE REQUIREMENTS
 () CHANGE IN MINOR
 () CHANGE IN CERTIFICATE PROGRAM
 (See Instructions on Reverse)

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 initials/date

ROUTING:
 Academic Affairs _____ / _____
 Graduate School _____ / _____
 (if applicable) _____ / _____
 Senate C&I _____ / _____
 Senate _____ / _____
 Academic Affairs _____ / _____

Page 2 of 3

Mathematics & Computer Science
Department

Signed: [Signature]
 Department Chair Date

Arts & Sciences
School or College

Signed: [Signature]
 Dean Date 4-9-92

Master of Arts in Mathematics

Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? () no () yes--list departments and secure sign-offs

Page number(s) 108,109 and year 1991-92 of most recent Bulletin listing.

Current Bulletin listing:	Proposed Bulletin listing:	Rationale:
<p>student passes an appropriate examination.</p> <p>Thesis Option The student may elect to work on a thesis in which case he or she must enroll in at most six hours of Mathematics 490, Master's Thesis.</p> <p>Up to six hours in courses outside of mathematical sciences, numbered 200 or above, may be taken with prior approval of the graduate director.</p> <p>Examination Candidates for the degree must take an examination which will be oral or written or both at the option of the</p>	<p>numbered above 300 in mathematics or related disciplines. Such substitutions require the prior approval of the Graduate Director. All courses taken within the program and numbered below 400 must be completed with grades of at least B.</p> <p>Thesis Option Part of b may consist of a thesis written under the direction of a faculty member in the Department of Mathematics and Computer Science. A student who wishes to write a thesis should enroll in six hours of Mathematics 490, Master's Thesis.</p> <p>Students writing a Master's Thesis must defend their thesis in an oral exam administered by a committee of three department members which includes the thesis director.</p> <p>Examination Candidates for the degree must take</p>	<p>at least B seems reasonable because these are primarily undergraduate courses. Moreover, the students will need to have a very good understanding of this material in order to pass the comprehensive exam and continue in the program.</p> <p>The Master's Qualifying Exam is taken by all students in the program. The oral thesis defense is a separate exam taken later by those students who elect to write a Master's Thesis.</p>

SEN:7/88

SENATE PROPOSAL FORM FOR (check one): CHANGE IN DEGREE REQUIREMENTS
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ROUTING:
 Academic Affairs _____/_____
 Graduate School _____/_____
 (if applicable)
 Senate C&I _____/_____
 Senate _____/_____
 Academic Affairs _____/_____

Page 3 of 3

Mathematics & Computer Science
Department

Signed: *Gladhill*
Department Chair Date _____

Arts & Sciences
School or College

Signed: *Alison Larson/JC* 4-9-92
Dean Date _____

Master of Arts in Mathematics

Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? no yes--list departments and secure sign-offs

Page number(s) 108,109 and year 1991-92 of most recent Bulletin listing.

Current Bulletin listing:

Proposed Bulletin listing:

Rationale:

department. Candidates failing the examination may repeat it after six months. Candidates are not allowed to take the examination more than twice. Students electing to write a thesis will, as part of their examination, present and defend that thesis. The thesis option will be available in various areas but primarily in computing.

Financial Assistance Financial support is available to full-time graduate students in the form of teaching assistantships. For further information, contact the graduate director.

the **Master's Qualifying Examination** before completing the 21st hour of graduate credit. This examination is based primarily on material covered in the five required 300-level courses.

Candidates failing the examination must repeat it during the following semester but are not allowed to take the examination more than twice.

Financial Assistance Financial support is available to full-time graduate students in the form of teaching assistantships. For further information, please contact the chair of the Department of Mathematics and Computer Science.

RP

SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS
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(See Instructions on Reverse)

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ROUTING:
Academic Affairs JM 16-2-92
Graduate School DM 19-1-92
(if applicable)
Senate C&I Jmd 12-10-92
Senate
Academic Affairs

Public Policy Administration
Master's Program
Department

Signed: [Signature] 5/29/92
Department Chair Date

Graduate School
School or College

Signed: [Signature] 1/1/92
Dean Date

Master's Degree in Public Policy Administration
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current Bulletin listing:

Proposed Bulletin listing:

Rationale:

Core Curriculum
All candidates for the MPPA degree must complete 25 hours in the core curriculum sequence composed of the following **public policy administration** courses:
Administration
460, Org. Behavior & Administrative Processes
440, Proseminar in Public Policy Administration
Accounting and Budgeting
418, Governmental Budgeting and Financial Control
Economics
421, Public Sector Microeconomics
(continued)

Core Curriculum
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Administration
440, Proseminar in Public Policy Administration
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Accounting and Budgeting
418, Governmental Budgeting and Financial Control
Economics
421, Public Sector Microeconomics
Policy Analysis
410, Introduction to Policy Analysis
419, Cases in Public Policy Analysis
(continued)

The proposed changes will create four emphasis (specialty) areas within the MPPA curriculum while retaining a required core curriculum to assure that all students are well-grounded in the breadth of topics which define the field of Public Policy Administration. The emphasis areas will allow students (many of whom are already established in their careers) to better tailor their advanced or specialized training to their specific career objectives. In addition, this feature will enhance the attractiveness of the degree program to prospective students and facilitate marketing the MPPA degree at UM-St.Louis.

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SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS
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ROUTING:
Academic Affairs JM 16-2-92
Graduate School _____
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Senate C&I _____
Senate _____
Academic Affairs _____

Page 2 of 9

Public Policy Administration
Master's Program
Department

Signed: [Signature] 5/29/92
Department/Chair Date

Graduate School
School or College

Signed: [Signature] 1/11/92
Dean Date

Master's Degree in Public Policy Administration
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current <u>Bulletin</u> listing:	Proposed <u>Bulletin</u> listing:	Rationale:
<p>Policy Analysis 410, Introduction to Policy Analysis 419, Cases in Public Policy Analysis</p> <p>Statistics and Applications 401, Introduction to Policy Research 365, Economic Statistics and Econometrics or 475, Introduction to Evaluation Research Methods</p> <p>Exit Project 499, Exit Project Research</p> <p>A full range of graduate-level offerings in the social science departments and the School of Business Administration are available for specialized training. Among the possible fields are urban policies, health policies, human resources,</p>	<p>Statistics and Applications 401, Introduction to Policy Research 475, Introduction to Evaluation Research Methods</p> <p>Exit Project 499, Exit Project Research</p> <p>A thesis is not required, but students must complete written analyses as part of their course work and/or internships. There is also a one credit hour exit project examining a problem in public policy administration in the final semester.</p> <p>Students may select one of four emphasis areas in which to concentrate their advanced studies: 1) Public Sector Human Resource Management, 2) Public Policy Analysis, 3) Public Policy Processes or 4) the Individualized Policy Emphasis Area. Possible fields for the latter include financial administration, health care policy, criminal justice policy, and urban policy. Specific requirements for each emphasis area are as follows:</p> <p>(continued)</p>	<p>See Page 1.</p>

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SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS
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Graduate School _____
(if applicable) _____
Senate C&I _____
Senate _____
Academic Affairs _____

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Public Policy Administration
Master's Program
Department

Signed: [Signature] 5/29/92
Department Chair Date

Graduate School
School or College

Signed: [Signature] 1/16/92
Dean Date

Master's Degree in Public Policy Administration
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current Bulletin listing:

Proposed Bulletin listing:

Rationale:

local finance and budgeting, administration of justice, urban economics, public policy, and public management.

A thesis is not required, but students must complete written analyses as part of their course work and/or internships. There is also a one credit hour exit project examining a problem in public policy administration in the final semester.

Internships

There currently exists a need for well-trained policy administrators and analysts. Frequent contact is maintained with public practitioners and public officials in the St. Louis metropolitan area, providing valua-

Public Sector Human Resource Management Emphasis Area (15 hours)

(a) Required Courses (6 hours)

- MGT 461, Managing Human Resources
- PPA 449, Human Resources in the Public Sector

(b) Choose one of the following courses

(3 hours); additional courses may be applied toward optional electives (c).

- MGT 462, Advanced Organizational Behavior and Administrative Processes
- MGT 466, Personnel Administration: Theory and practice
- PSY 452, Survey of Industrial/Organizational Psychology

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SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS
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initials/date

ROUTING:
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Graduate School _____
(if applicable) _____
Senate C&I _____
Senate _____
Academic Affairs _____

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Public Policy Administration
Master's Program
Department

Signed: Koufeld 5/29/92
Department Chair Date

Graduate School
School or College

Signed: _____ 10/92
Dean Date

Master's Degree in Public Policy Administration
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current Bulletin listing:	Proposed Bulletin listing:	Rationale:
<p>ble input for program development, creation of a wide variety of internship assignments, and assistance with a vigorous placement program for MPPA graduates. Interns may be placed in assignments in planning agencies, city managers' offices, administrative departments, and budgeting offices.</p> <p>Up to six hours may be earned through an internship. MPPA students employed in public agencies may receive up to six hours of credit for internships in those agencies. To do so, students must develop, in consultation with their advisors, special research projects outside the scope of their regular employ-</p>	<p>(c) Optional Electives (6 hours -may include courses listed but not counted in (b) above.</p> <p>PPA 495, Internship (up to 6 hours). MGT 463, Organizational Training MGT 464, Compensation MGT 467, Dynamics of Interpersonal Relations PSY 429, Psychometric Theory ECN 480, Labor Economics: Theory and Public Policy</p> <p>Public Policy Analysis Emphasis Area (15 hours)</p> <p>(a) Required Course (3 hours)</p> <p>PPA 365, Economic Statistics and Econometrics or PS 402, Intermediate Techniques in Policy Research</p> <p>(continued)</p>	<p>SAME AS PAGE 1</p>

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ROUTING:
 Academic Affairs 6/21/92
 Graduate School _____
 (if applicable) _____
 Senate C&I _____
 Senate _____
 Academic Affairs _____

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Public Policy Administration
 Master's Program
 Department

Signed: [Signature] Date 5/29/92
 Department Chair

Graduate School
 School or College

Signed: [Signature] Date 1/1/92
 Dean

Master's Degree in Public Policy Administration
 Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? no yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current Bulletin listing:	Proposed Bulletin listing:	Rationale:
<p>ment duties. Credit is granted after successful completion of the end of the semester.</p> <p>Typical MPPA Program Full-time students who have completed all prerequisites could complete the program in four semesters by taking the following public policy administration courses in this sequence;</p> <p>First Semester - 9 hours 410, Introduction to Policy Analysis 440, Proseminar in Public Policy Administration 460, Organizational Behavior and Administrative Processes (continued)</p>	<p>(b) Choose <u>two</u> of the following courses (6 hours); additional courses may be applied toward optional electives (c). PS 411, Seminar in Policy Analysis PS 422, Law, Courts, and Public Policy SOC 304, Survey Research Practicum SOC 331, Qualitative Methods in Social Research</p> <p>(c) Optional Electives (6 hours -may include courses listed but not counted in (b) above). PPA 495, Internship (up to 6 hours), ECN 366, Econometrics <u>or</u> PS 403, Advanced Techniques in Policy Research ECN 317, Public Finance: State and Local ECN 450, Topics in Managerial Economic Analysis ECN 470, Advanced Topics in Urban Economics ECN 480, Labor Economics: Theory and Public Policy</p>	<p>SAME AS PAGE 1</p>

SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS
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initials/date

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Academic Affairs SM 16-2-92
Graduate School _____
(if applicable) _____
Senate C&I _____
Senate _____
Academic Affairs _____

Page 6 of 9

Public Policy Administration
Master's Program
Department

Signed: K. Koldfeld 5/29/92
Department Chair Date

Graduate School
School or College

Signed: [Signature] 6/1/92
Dean Date

Master's Degree in Public Policy Administration
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current <u>Bulletin</u> listing:	Proposed <u>Bulletin</u> listing:	Rationale:
<p>Second Semester - 12 hours 401, Introduction to Policy Research 418, Governmental Budgeting and Financial Control 421, Public Sector Microeconomics and three hours of special field electives or internship</p> <p>Third Semester (Summer) - 6 hours six hours of special field electives or internship</p> <p>Fourth Semester - 13 hours 419, Cases in Public Policy Analysis 475, Introduction to Evaluation Research Methods 499, Exit Project Research and six hours of special field electives or internship</p>	<p>ECN 490, Advanced Topics in Economic Analysis</p> <p>Public Policy Processes Emphasis Area (15 hours)</p> <p><u>Required Electives</u></p> <p>(a) Required Course (3 hours) PS 442, The Policy Process</p> <p>(b) Choose two of the following courses (6 hours); additional courses may be applied toward optional electives (c).</p> <p>PS 420, Proseminar in Public Law PS 430, Proseminar in American Politics PS 432, Intergovernmental Relations PS 470, Proseminar in Urban Politics PS 448, Political Economy and Public Policy SOC 430, Policy Mediation Processes</p> <p>(continued)</p>	<p>SAME AS PAGE 1</p>

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ROUTING:
 Academic Affairs
 Graduate School
 (if applicable)
 Senate C&I
 Senate
 Academic Affairs

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Public Policy Administration
 Master's Program
 Department

Signed: 5/29/92
 Department Chair Date

Graduate School
 School or College

Signed: 1/1/92
 Dean Date

Master's Degree in Public Policy Administration
 Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? no yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current <u>Bulletin</u> listing:	Proposed <u>Bulletin</u> listing:	Rationale:
<p>Career Outlook</p> <p>The current outlook for graduates of the interdisciplinary Master's Degree in Public Policy Administration program is quite promising. Recent graduates of this program have found careers as budget analysts, transportation planners, and human resources planners with local, regional, state and federal agencies.</p>	<p>(c) Optional Electives (6 hours - may include courses listed but not counted in (b) above)</p> <p>PPA 495, Internship (up to 6 hours). ECN 470, Advanced Topics in Urban Economics ECN 480, Labor Economics: Theory and Public Policy ECN 450, Topics in Managerial Economic Analysis ECN 317, Public Finance: State and Local ECN 490, Advanced Topics in Economic Analysis</p> <p>Individualized Policy Emphasis Area (15 hours)</p> <p>Prior to completion of 15 hours in the MPPA program, the student must present a proposal of specific course work for 15 credit hours of optional electives for approval by the MPPA faculty. <u>No more than 9 hours</u> in a given area (e.g., Financial Administration, Health Policy, Criminal Justice Policy, Urban Policy) may be applied toward degree requirements. The fifteen hours may</p>	<p>SAME AS PAGE 1</p>

AP

SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS
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ROUTING:
Academic Affairs
Graduate School
(if applicable)
Senate C&I
Senate
Academic Affairs

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 5/16-2-92

Public Policy Administration
Master's Program
Department

Signed: 5/29/92
Department Chair Date

Graduate School
School or College

Signed: 1/16/92
Dean Date

Master's Degree in Public Policy Administration
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current Bulletin listing:

Proposed Bulletin listing:

Rationale:

include PPA 495 (Internship) for up to 6 hours.

Internships

There currently exists a need for well-trained policy administrators and analysts. Frequent contact is maintained with public practitioners and public officials in the St. Louis metropolitan area, providing valuable input for program development, creation of a wide variety of internship possibilities, and assistance with a vigorous placement program for MPPA graduates. Interns may be placed in planning agencies, city managers' offices, administrative departments, or budgeting offices.

Up to six hours may be earned through an internship. MPPA students employed in public agencies

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SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS
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(See Instructions on Reverse)

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initials/date

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Academic Affairs DN 16-2-92
Graduate School _____
(if applicable) _____
Senate C&I _____
Senate _____
Academic Affairs _____

Page 9 of 9

Public Policy Administration
Master's Program
Department

Signed: Koufeld 5/29/92
Department Chair Date

Graduate School
School or College

Signed: _____ 1/1/92
Dean Date

Master's Degree in Public Policy Administration
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 195-196 and year 1991-92 of most recent Bulletin listing.

Current <u>Bulletin</u> listing:	Proposed <u>Bulletin</u> listing:	Rationale:
	<p>may receive up to six hours of credit for internships in those agencies. To do so, students must develop, in consultation with their advisors, special research projects outside the scope of their regular employment duties. Credit is granted after successful completion of the project and a written paper at the end of the semester.</p> <p>Career Outlook</p> <p>The current outlook for graduates of the interdisciplinary Master's Degree in Public Policy Administration Program is quite promising. Recent graduates of this program have found careers as budget analysts, personnel analysts, transportation planners, and human resources planners with local, regional, state, and federal agencies.</p>	<p>SAME AS PAGE 1</p>

SENATE PROPOSAL FORM FOR (check one): CHANGE IN DEGREE REQUIREMENTS
 CHANGE IN MINOR
 CHANGE IN CERTIFICATE PROGRAM
 (See Instructions on Reverse)

(Do Not Write in This Space)
 initials/date

ROUTING:
 Academic Affairs JN / 9-25-92
 Graduate School JN / 9-25-92
 (if applicable)
 Senate C&I JMA / 12-10-92
 Senate _____
 Academic Affairs _____

Page 1 of 1

Department _____

Signed: Carol K Peck 9/11/92
 Department Chair Date

Optometry
 School or College

Signed: [Signature] 9/11/92
 Dean Date

M.S. in Physiological Optics
 Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 212 and year 1991-1992 of most recent Bulletin listing.

Current <u>Bulletin</u> listing:	Proposed <u>Bulletin</u> listing:	Rationale:
<p>Proficiency examinations in the Core areas are given at the end of each semester. Students must declare their intent to take exams within the first four weeks of the semester within which they expect to take those exams. All proficiency exams must be attempted within the first year of graduate study and must be passed prior to advancement to candidacy. All proficiency exams must be passed within the first three semesters of graduate study.</p>	<p>The M.S. degree requires 30 semester hours of course work, including the core courses. At least 25 of these hours will normally be taken from courses offered by the School of Optometry with no more than 10 of these in Physiological Optics 490, Graduate Research in Physiological Optics. Each M.S. student will be required to teach at least two semesters in areas determined by the Graduate Committee in Physiological Optics.</p>	<p>The proficiency examinations included in the current program requirements for the M.S. degree exceed those for any other comparable degree program in the country. We propose to omit these in order to emphasize the research component of the M.S. program and to make our program more competitive and attractive to students wishing to acquire research skills.</p>

SENATE PROPOSAL FORM FOR (check one): CHANGE IN DEGREE REQUIREMENTS
 CHANGE IN MINOR
 CHANGE IN CERTIFICATE PROGRAM
(See Instructions on Reverse)

(Do Not Write in This Space)
initials/date

ROUTING:
Academic Affairs *JM 19-25-92*
Graduate School
(if applicable) *JM 19-21-92*
Senate C&I *Jma 12-10-92*
Senate _____
Academic Affairs _____

Page 1 of 1

Department _____
Optometry
School or College _____

Signed: *Carol K Pech* _____ 9/11/92
Department Chair Date

Signed: *[Signature]* _____ 9/11/92
Dean Date

Ph.D. in Physiological Optics
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this change? (X) no () yes--list departments and secure sign-offs

Page number(s) 212 and year 1991-1992 of most recent Bulletin listing.

Current Bulletin listing:

Proposed Bulletin listing:

Rationale:

The doctor's degree requires 60 semester hours of course work, including the core courses. Each Ph.D. student will also be required to demonstrate proficiency in a foreign language, computer language, advanced statistical methods, or another acceptable tool skill. The tool skill and level of proficiency must be selected in advance in consultation with the Graduate Committee in Physiological Optics. Students will be required to teach at least two semesters in areas determined by the Graduate Committee in Physiological Optics.

Written qualifying examinations will be offered at the beginning of each semester and regular summer session. Full time students must attempt qualifying examinations before beginning their third year of study. Students must declare their intent to take the examinations at least one month prior to the beginning of that semester or summer session. In addition to completing the general qualifying examination, students must complete a major area paper in their area of specialty focus by the end of the semester following the one in which they successfully complete the qualifying examination.

Inadvertantly, the Bulletin does not specify that Ph.D. students are required to complete qualifying examinations. The revised wording is consistent with the requirements of the Graduate School and specifies a major area paper in addition to the completion of the general written examination.

[Insert this between paragraphs 1 and 3.]

.....etc.

UNIVERSITY OF MISSOURI-ST. LOUIS
SCHOOL OF NURSING

DOCTOR OF NURSING DEGREE

Introduction: The Doctor of Nursing (N.D.) is a cooperative professional doctoral program to be offered by the three Schools of Nursing in the University of Missouri system. This program complements the Ph.D. in Nursing degree program. The N.D. program prepares expert practitioners in advanced clinical nursing practice in the areas of Adult Health, Women's Health and Nursing of Children. The Ph.D. program prepares nurses to conduct research and develop knowledge in nursing and related areas. The cooperative nursing administrative structure of the Ph.D. in Nursing degree is to be used for the N.D. program, i.e., a committee, made up of faculty from the three schools, will serve as the coordinating body for the program. Telecommunication of specific courses will allow appropriate utilization of the expertise of the three faculties in the Schools of Nursing.

Purpose and Focus:

The Doctor of Nursing (N.D.) is a four year (minimum 111 semester credit hours) post-baccalaureate degree program leading to a professional doctorate. The N.D. program, based upon a liberal education, provides the professional preparation required for advanced nursing practice and clinical research focused on evaluation/application of nursing care. It requires more advanced nursing theory and clinical practice than can be achieved in the traditional B.S.N. and M.S.N. program combination.

The N.D. has a post-baccalaureate pre-licensure level of study which prepares the student to successfully complete the licensing examination, and forms the foundation for clinical specialization. The post-licensure level provides in-depth advanced practice as a specialist in a discrete clinical area of study and preparation to conduct clinical research.

The pre-licensure level requires a minimum of 52 semester credit hours, while the post-licensure level requires a minimum of 59 semester credit hours. Students may apply for admission into either the entry or advanced level depending upon prior educational credentials. College graduates with a non-nursing baccalaureate degree must apply for admission at the pre-licensure level. Registered nurses with a baccalaureate degree or a master's degree in nursing are admitted at the advanced level. It is anticipated that in the beginning only registered nurses will be admitted, providing sufficient time for the faculty to seek required State Board of Nursing approval for professional licensure preparation.

Doctor of Nursing (N.D.) graduates will be clinical practitioners who possess a special combination of knowledge and skills. Graduates will be:

- * highly competent, advanced practitioners who are eligible for certification in selected specialty areas, such as pediatric nurse practitioner,
- * clinical researchers who are able to design and initiate clinical research studies,
- * practitioners who collaborate with other health care providers,
- * astute health care providers who design and utilize advanced health care systems/programs, and
- * change agents who positively influence health policy.

Admission and Progression Requirements:

Admission: All applicants are evaluated for admission on an individual basis. Students are awarded advanced standing in accordance with extant policies on each of the campuses. Applicants with a well-rounded academic background are preferred. General admission requirements are:

Bachelor of Arts, Bachelor of Science (non-nursing)*
 Or;
 Bachelor of Science in Nursing
 Or;
 Master of Science in Nursing or other fields.
 Minimum overall GPA of 3.0 on a 4.0 scale.

*Sciences more than eight years old may have to be repeated.

Suggested Background in Undergraduate Degree * SCH

English Composition	6-9
Speech	3
Social/Behavioral Sciences	12
Mathematics/Statistics	6
Foreign Languages/Culture	15

Required Science Prerequisites:* SCH

11 General Biology with Lab	5
216 Microbiology	3
218 Microbiology Laboratory	2
001 General Chemistry	3
003 General Chemistry Laboratory	2
002 General Organic Chemistry	3

* To be admitted to the N.D. program, as a regular student, one must have satisfactorily completed with grade of C or better the required science prerequisites (the UM-St. Louis courses, or their equivalent). These course do not carry N.D. credit.

Progression: Progression requirements for N.D. students are as follows:

1. Students must maintain a GPA of 3.0 or above and earn a B or better in all nursing courses.
2. Students must take the national licensure examination at the first opportunity following completion of the pre-licensure portion of the curriculum.
3. Successful completion of the licensing examination is required before entering advanced clinical courses in the post-licensure curriculum.
4. Students must earn a minimum of 60% post-licensure student credit hours from the University of Missouri to receive the degree.
5. At least two consecutive semesters of full-time study during the post-licensure component (9-12 credits) are required to fulfill the residency requirements of the three Schools of Nursing.

Graduation: The minimum number of credits for the pre-licensure level for the N.D. degree is 52 semester credit hours, and 59 semester credit hours post-licensure course work. All students must successfully complete a clinical research project (6 credits) and the culminating clinical practicum (12 credits).

Required Courses and Options:

The pre-licensure component is based upon liberal general education and specific foundational sciences (18 credits). These basic science courses are required as prerequisite and do not carry N.D. credit. Following admission, the pre-licensure component specifies supporting applied sciences (15-17 credits) and nursing science requirements (37 credits). The prerequisite science requirements for the pre-licensure portion of the program, the supporting courses in applied sciences, and the nursing science requirements are shown in Table 1.

The post-licensure component of the curriculum model is based on the five major focus areas which are also the focus areas used in the Ph.D. in Nursing program. These five major areas, and the range of credit for each, may be found in Table 2. A sample program of study for an individual student enrolled in the post-licensure portion of the program may be found in Table 3.

New Doctoral Courses within the School of Nursing:

Seven new courses are being developed for the pre-licensure component and six new courses for the post-licensure component. These courses will be developed by the faculties of each School of Nursing. Didactic components of these courses may be telecommunicated. Four of the six new N.D. post-licensure courses will be offered via telecommunication. Table 4 shows the course descriptions for the new courses.

TABLE 1

UNIVERSITY OF MISSOURI-ST. LOUIS
Cooperative ND Curriculum: Pre-Licensure Component

Non-Nurse Post BA/BS Student

<u>Pre-requisite Foundational Science Requirements</u> (or equivalents)	<u>Credits</u>
011 General Biology with Laboratory	5
216 Microbiology	3
218 Microbiology Laboratory	2
001 General Chemistry	3
003 General Chemistry Laboratory	2
002 General Organic Chemistry	3

	18
<u>Supporting Courses In Applied Sciences Taken Following Admission</u>	
5xx Anatomy & Physiology	6-8
548 Pathophysiology	3
507 Pharmacology	3
3xx or 4xx Statistics	3

	15-17
<u>Nursing Science Requirements</u>	
4xx Foundations of Nursing	5
4xx Nursing of Adults	6
4xx Nursing of Mothers/Infants	4
4xx Psych/Mental Health	4
4xx Community Health Nsg.	5
4xx Prof. Practice/leadership Seminar	6
4xx Nursing of Children	4
504 Health Assessment	3

	37

Please note the 500 level courses are professional school numbers currently used by the UM-SL Optometry and UMKC/SL Master's Degree Program. Students may take no more than 6 credits at the 300 level, all other credits must be at the 400-500 level.

TABLE 2

UNIVERSITY OF MISSOURI
Cooperative ND Curriculum: Post-Licensure Focus Areas

Focus Area	Credits *	Course Options
Research and Inquiry	3-6	Advanced data analysis/data management. Selected options--such as: Statistics, Epidemiology, Computer Science, Nursing Informatics.
Nursing Research and Inquiry	9-12	Clinical Nursing Research. Selected options--such as: Approach to Clinical Research, Qualitative Research Design,
Quantitative Research Methods.		
Nursing Theory Analysis and Development	6	Selected Options--such as: Nursing and Health Care Policy, Nursing Practice Models, Dynamics of Theory, Development and Analysis in Nursing, Philosophy of Science.
Nursing Applied Sciences	26-33	Advanced Study in a specific clinical area. Selected options--such as: Clinical Seminars, Clinical Problems in Adult Health, Women's Health and Child Health. Clinical Practicum Clinical Research Project
Collateral	6-9	Course sequences within or outside School of Nursing to support clinical focus.
<hr/>		
Total Minimum Semester Credit Hours	59-66	

Student may take no more than 6 credits at the 300 level; all other credits will be at the 400-500 levels.

TABLE 3

UNIVERSITY OF MISSOURI
Cooperative ND Curriculum: Post-Licensure Sample Program of Study

Focus Area	Credits
Research and Inquiry	
Psy 421 Quantitative Method I	3
N4xx Nursing Informatics	3
	Total 6
Nursing Research and Inquiry	
N555 Quantitative Methods in Nursing Research	3
N557 Qualitative Methods in Nursing Research	3
N5XX Approaches to Clinical Research	6
	Total 12
Nursing Theory Analysis and Development	
N550 Theoretical Foundations in Nursing	3
N545 Foundations of Advanced Nursing Practice	3
	Total 6
Nursing Applied Sciences	
N560 Primary Prevention in Nursing Care of Adults	3
N561 Secondary Prevention in Nursing Care of Adults	3
N562 Tertiary Prevention in Nursing Care of Adults	3
N5xx Clinical Research Practicum	3
N5xx Clinical Research Project	6
N5xx Clinical Practicum	12
	Total 30
Collateral Area - Appropriate Courses From The Following Disciplines:	
Physics	Biology
Chemistry	Philosophy
Education	Gerontology
	Total 9
TOTAL SAMPLE PROGRAM CREDITS	63

TABLE 4

UNIVERSITY OF MISSOURI
New Doctoral Courses Within the Schools of Nursing

Seven new courses are being developed for the pre-licensure component. Six new courses also are being developed for the post-licensure component. Didactic components of these courses may be telecommunicated. The six new post-licensure advanced courses need to be developed for offering by the three Schools of Nursing. Four of the six new ND post-licensure courses will be offered via telecommunication.

New Course Descriptions: Pre-licensure

4xx Foundations of Nursing (5 credits)

Introduction to concepts of professional nursing. This course provides students the opportunity to develop cognitive and psychomotor skills necessary to plan, organize and deliver nursing care.

4xx Nursing of Adults (6 credits)

Application of nursing process to care of selected adults with physiological health deviations. Knowledge of psychosocial health factors and developmental states will be incorporated in designing individualized nursing systems.

4xx Nursing of Mothers/Infants (4 credits)

Focuses on nursing care occurring within the family unit. Emphasizes development, implementation, and evaluation of nursing systems for families and their members during childbearing.

4xx Nursing of Children (4 credits)

Theory and practice in nursing care of children with health and developmental deviations. Self-care abilities of members of the family unit are emphasized.

4xx Psych/Mental Health Nursing (4 credits)

Behavioral, social, interpersonal, technological dimensions of psychosocial nursing. Includes group dynamics and therapeutic use of self in designing and implementing nursing systems for clients with mental health deviations.

4xx Community Health (5 credits)

Focuses on the aspects of health care in the community related to individuals and families across the life span. This includes clinical practice utilizing resources, community assessment and trends in health policy and its impact on delivery of care.

4xx Professional Practicum/Leadership Seminar (6 credits)

This final culmination course synthesizes nursing and related science concepts into professional nursing practice. Includes application of leadership concepts to management of a group of clients and to unit management.

Course Descriptions of New Courses: Post-licensure

4xx Nursing Informatics (3 credits)

Use of computers to model dynamic nursing systems; the theories supporting simulation modeling as a research method and issues of model validation will be examined.

5xx Anatomy and Physiology (6-8 credits)

The general anatomy of the human body and the physiology of the major organ systems including the peripheral and autonomic nervous system, the cardiovascular, respiratory, renal, endocrine, digestive, reproductive and skeletal/muscular systems will be presented. The histology of the basic tissue types and organs will be related to general human anatomy and physiology.

5xx Approaches to Clinical Research (3-6 credits)

The usefulness of experimental and non-experimental designs to study clinical phenomena.

5xx Clinical Research Practicum (6 credits)

The student designs and conducts clinical research and writes a major scholarly paper -- to be submitted for publication in a refereed journal.

5xx Nursing and Health Care Policy (3 credits)

Social, political, economic, and cultural influences on the development, implementation, and modification of health care policies; their relationships to the field of nursing and clients of nurses will be studied.

5xx Clinical Seminars (3-6 credits)

Client cases, and/or phenomena and problems will be used to examine practice, issues, and dilemmas in nursing and health care including ethical, legal, and health care policy dimensions.

5xx Clinical Practicum (12 credits)

Intensive supervised clinical practicum in the provision and management of nursing care (occurs over three semesters).

504 Health Assessment for Advanced Nursing Practice (3 credits)

This course is designed to provide a systematic approach to the advanced assessment of physiological, psychological, sociocultural, developmental and spiritual assessment of individuals. This course builds on basic health assessment skills and emphasizes advanced assessment skills, lab work interpretation, validation, documentation and analysis of assessment findings.

5xx Pharmacology of Advanced Nursing Practice (3 credits)

Pharmacokinetics and pharmacodynamics related to therapeutic drug interventions for adults and children, to include, though not limited to: absorption, distribution, biotransformation, excretion, diffusion across blood-brain and placental barriers, and factors which modify drug redistribution.

UNIVERSITY OF MISSOURI - ST. LOUIS
PROPOSED
CALENDAR 1994-95

1994

August 17, 18
August 22
September 3
September 6
November 23
November 28
December 7
December 8, 9
December 12
December 20

FIRST SEMESTER

Wednesday, Thursday, regular registration
Monday, classes begin 8:00 a.m.
Saturday, Labor Day holiday begins at 3:00 p.m.
Tuesday, classes resume 8:00 a.m.
Wednesday, Thanksgiving holiday begins 11:00 p.m.
Monday, classes resume 8:00 a.m.
Wednesday, classes end at 11:00 p.m.
Thursday, Friday, intensive study days*
Monday, final examinations begin
Tuesday, first semester closes, end of day

1995

January 8

Sunday, mid-year commencement

SECOND SEMESTER

January 5
January 9
January 16
March 4
March 13
May 1
May 2, 3
May 4
May 11
May 14

Thursday, regular registration
Monday, classes begin 8:00 a.m.
Monday, Dr. Martin Luther King holiday
Saturday, Spring recess begins 3:00 p.m.
Monday, classes resume 8:00 a.m.
Monday, classes end at 11:00 p.m.
Tuesday, Wednesday, intensive study days*
Thursday, final examinations begin
Thursday, second semester closes, end of day
Sunday, annual commencement

*Intensive study days - no classes held; no exams scheduled

SUMMER SESSION

May Intersession (4 weeks)
May 15
May 16
May 29
June 9

Monday, regular registration
Tuesday, classes begin 8:00 a.m.
Monday, Memorial Day holiday
Friday, session closes, end of day

Eight Week Session

June 8
June 12
July 4
August 2, 3
August 3
August 6

Thursday, regular registration
Monday, classes begin 8:00 a.m.
Tuesday, Independence Day holiday
Wednesday, Thursday, final examinations
Thursday, session closes, end of day
Sunday, Summer commencement

Classes for the eight-week session begin June 12 and end August 3

UM-ST. LOUIS

REVISIONS TO GENERAL EDUCATION REQUIREMENTS RECOMMENDED BY THE SENATE COMMITTEE ON CURRICULUM AND INSTRUCTION

Introduction

General education requirements represent our institutional statement about the general body of knowledge and skills that a recipient of an undergraduate degree from UM-St. Louis should possess. These requirements must strike a balance between the need for a broad range of knowledge and skills that will help the student live a productive life in a changing world, and a focused area of study to prepare the student for professional life or advanced academic study.

The recommendations presented here reflect the Faculty's belief that students today need a greater knowledge of natural sciences, mathematics, and foreign cultures than in the past, and need to possess better skills in communication, logical reasoning, and using computer technology. General education requirements at UM-St. Louis have, in the past, and should, in the future, provide sufficient flexibility to accommodate the educational needs of students in a wide variety of programs.

The Committee believes that this proposal accomplishes these goals.

The History of General Education at UM-St. Louis

General education has been an integral part of our curriculum almost from the inception of our campus. General education requirements were established during the 1964-65 academic year. These early requirements comprised approximately one-half of the students' degree program, leaving one-fourth of the remaining courses for the major and one-fourth of the courses for electives. At the same time, graduation requirements were established, which included a requirement that students seeking a degree through our College of Arts and Sciences take one course based on a non-Western area of study. This graduation requirement was subsequently adopted by the School of Business Administration, and it remains in effect today for both units.

Our general education requirements underwent major revision in 1968 to accommodate our need for greater flexibility with a more diversified set of degree programs, including the addition of the schools of Education and Business Administration. The number of credit hours was reduced from 55 to 42. Students were required to take at least three courses from the humanities, three from social sciences, and three from science/mathematics. Competence in English and mathematics had to be demonstrated by means of passing a special examination or by earning a "C" or better in a special course. In addition, students had to fulfill

the graduation requirements set forth by the school or college in which they were enrolled and the specific requirements of their area of specialization. Language, or a mathematics/statistics combination, became a part of the department or area specialization requirement. The A.B. degree from any school/college included a language component, while the B.S. degree required mathematics/statistics.

The revised general education requirements that were adopted in 1968, augmented by a subsequently-approved junior-level intensive writing course and a state-required course in American history or government, remain in effect today.

The Process for Change

All aspects of our curriculum, including degrees, minors, certificates, and courses, are reviewed and updated on a regular basis. Proposals to add to, eliminate from, or otherwise change our curriculum are considered by a standing committee of the Senate, the Committee on Curriculum and Instruction ("C&I"). This committee presents its findings to the Senate at regular monthly meetings and recommends appropriate action. Changes to general education requirements affect all students seeking an undergraduate degree; consequently, the C&I Committee, which is comprised of representatives from each of the campus units, attempts to reach campus-wide consensus before any change is recommended. Committee members recognize the need to retain in our curriculum as much flexibility as possible so that we can respond to the individual needs of students pursuing diverse program offerings.

The most recent review of the campus's general education requirements came about as the result of recommendations from a University-wide advisory committee appointed by the President and chaired by Dr. Stuart Palonsky, a faculty colleague at UMC. Reactions to the specific recommendations in the Palonsky Committee's report were sought from each academic unit and from several curators by our campus representatives to the Intercampus Faculty Council. A draft document was then prepared for further discussion. This draft was distributed to our academic deans with the request that they respond after seeking input from their respective faculties. The deans were also asked to describe how they would implement the requirements specified in the draft and to provide cost projections.

Responses received from the academic units are appended to this report, as are unsolicited responses received from the Senate International Relations Committee and the Chemistry Department.

Following careful deliberation, the Senate Committee on Curriculum and Instruction wishes to recommend that our present

general education requirements be replaced with the requirements stated below.

Recommended General Education Requirements

- A. Communication
 - 1. Writing and Critical Analysis -- Every student must complete a freshman composition course and two other writing-intensive courses.
 - 2. Oral Argumentation/Speech -- Every student must complete one course in which oral argumentation or public speaking is a major focus.
- B. Mathematical, Symbolic, and Logical Reasoning -- Every student must demonstrate competence equivalent to that acquired in four years of college preparatory mathematics. In addition, every student must complete one course requiring extensive use of mathematical, symbolic, or logical reasoning (e.g., calculus, formal logic, statistics).
- C. Foreign Language and/or Culture -- Every student must complete three courses in foreign language or culture. At least one of the courses must focus primarily on a foreign culture (rather than the language).
- D. Computer and Information Technology -- Every student must demonstrate competence equivalent to a programming course or one software application course, which includes substantial hands-on computer experience.
- E. Distribution Requirement for General Education -- Every student must complete three courses from each of the following areas:
 - 1. Social and Behavioral Sciences
 - 2. Natural Sciences and Mathematics (at least one of these courses must be a natural science and include a significant laboratory experience)
 - 3. Humanities and Fine Arts
- F. General Education/Major Field Synthesis -- Every student must complete a course that synthesizes and integrates general education coursework with the knowledge drawn from the student's academic major.
- G. State Requirement -- Every student must complete a course in American history or government taken at UM-St. Louis or at another college or university in Missouri.

How the Recommended Requirements Differ from Those Proposed by the Palonsky Committee

The proposed new general education requirements differ from the Palonsky Committee's recommendations in two ways:

- 1) The Palonsky Committee recommends that students be required to "complete the equivalence of at least one year of college-level study in a single foreign language and at least one course which focuses on the culture of people who speak that language." The C&I Committee accepts the importance of international awareness and, hence, recommends the requirement of three courses designed to increase global and multi-cultural awareness. However, it feels that the differing needs among our students (as summarized in the appendix) are best served by continuing the present arrangement of having foreign language a part of the department or area specialization requirement.
- 2) The Palonsky Committee divides its recommended distribution requirement into three categories: Social and Behavioral Sciences, Physical and Biological Sciences, and Humanities and Fine Arts. The Palonsky Committee recommends that students be required to take at least three courses from each category and that at least one course from the Physical and Biological Sciences contain a significant laboratory experience. The C&I Committee accepts the importance of scientific awareness and, hence, recommends adding the requirement of a natural science with a laboratory component. However, it feels that the present distribution requirement category of science/mathematics should be continued. The C&I Committee believes that students should have the option to take either science or mathematics in the combination most relevant to the individual's degree program and career goals. Eliminating mathematics from the general education distribution requirement is not in the best interest of our students.

Implementation

All students who receive undergraduate degrees at UM-St. Louis will be required to satisfy campus general education requirements; however, the way the requirements are satisfied will vary from program to program. For example, the proposed addition to our Writing and Critical Analysis requirement is

already satisfied by students enrolled in the Pierre Laclède Honors College, in the School of Nursing, and in the School of Education. The School of Business Administration and 14 departments in the College of Arts and Sciences will create new courses or enhance existing courses to become writing-intensive. Four other departments will require a third course from the English Department. Specific information on the implementation plans for each academic unit are contained in the appendix to this document.

It should be noted that graduation requirements for the schools and colleges and the area specialization requirements may be used to customize general education by limiting student options.

Conclusion

General educational offerings provide our students with opportunities to acquire a breadth of knowledge and a grounding in the basic skills of intellectual inquiry. General education has been an integral part of our curriculum since the founding of our campus, and we are pledged to continue working toward the most effective program of general education for our students. We have always placed a high priority on the development of oral and written communication skills, mathematics and computer literacy, and the ability to learn from and enjoy the humanities and fine arts. As an urban university, we particularly support initiatives to increase international and multi-cultural awareness by incorporating multi-cultural and international issues and perspectives in our curriculum.

The Committee on Curriculum and Instruction believes that the recommendations contained herein will strengthen the academic base of our curriculum while preserving the flexibility needed to tailor our programs to individual student needs. The Committee respectfully recommends that the Senate approve the proposed new general education requirements.

RESPONSES RECEIVED TO 10/20/92 MEMORANDUM TO DEANS RE DRAFT
GENERAL EDUCATION DOCUMENT

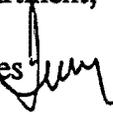
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School of Education -----	8
School of Nursing -----	10
Engineering Division -----	14
Honors College -----	15
Senate International Relations Committee -----	17
Chemistry Department -----	18

COLLEGE OF ARTS AND SCIENCES

Office of the Dean
305 Lucas Hall * 553-5501

DATE: November 25, 1992

MEMO TO: Leonard Ott, Chair
Senate Curriculum and Instruction Committee
Music Department, 211 Music Building

FROM: E. Terrence Jones 
Dean

SUBJECT: New General Education Requirements

The faculty of the College of Arts and Sciences has endorsed the attached statement explaining how the College will implement the proposed new general education requirements.

The College faculty unanimously agreed and strongly feel that any changes approved by them should go to the Senate Curriculum and Instruction Committee and then to the full Senate for approval.

DAL/lh

UNIVERSITY OF MISSOURI-ST. LOUIS
COLLEGE OF ARTS AND SCIENCES
MEMORANDUM

To: Leonard Ott, Chair, Senate C&I
From: Deborah A. Larson
Subject: General education revisions
Date: December 1, 1992

Following is the response of the College of Arts and Sciences to the revised general education requirements:

1. None of the College's eighteen departments wants the revised general education requirements to weaken the already-existing College requirements. Therefore,

a) All graduates of the College must include within their language/culture requirement at least one non-European-American course.

b) All BA students and BS chemistry majors must complete 13 hours of a foreign language as well as at least one non-European-American course.

c) Although the IFC's revision does not specify this, all College students must fulfill the state requirement by completing one course in American or Missouri history or government. This also fulfills one social science breadth of study requirement.

d) In the College, applied art and music courses will not fulfill the humanities breadth of study requirement.

2. Students receiving a BA or BS from the College would meet the revised general education requirements as follows:

a) Majors in the College of Arts and Sciences are currently required to complete two writing courses at the freshman and junior levels. To fulfill the third writing and critical analysis requirement, most departments (14) would designate a course, usually a senior seminar, as writing intensive; 13 of those departments (English is the exception) would require training workshops and/or English teaching assistants to handle the extra work involved in a writing intensive course. Four departments would require a third writing course in the English department.

b) Ten departments would fulfill the oral communication requirement through existing courses or modifications of existing courses; two will develop senior seminars that will feature an oral component; and five would rely on the Communication Department to supply these courses. (One of these five said a number of majors would take either a communication course or Philosophy 60, Logic and Language.)

c) All 18 BA degrees within the College along with the BS in Chemistry currently fulfill the foreign language/culture requirement through 13 hours of a foreign language and a non-European-American course. All BS degrees also require a non-European-American course, leaving two language/culture courses to be filled. Four departments would require culture courses from courses already existing in the respective departments (e.g., Economics majors would take Chinese economics). Five departments would fulfill the requirement through culture courses offered in

other departments; to avoid adding an excessive number of hours to these degrees, these majors would double-dip to fill breadth of study requirements as well as the language/culture requirement. Two departments (Social Work and Criminology and Criminal Justice) would also offer ten hours of a language as an option. Most BS students will undoubtedly opt for 6 hours of culture rather than 10 hours of a language; exceptions would be those BS students who continue in graduate school.

d) Twelve departments have now or will have in WS93 courses within their curricula that will fulfill the computer and information technology requirement. Two others offer courses that would fulfill this requirement but do not require these for the degree; therefore, some of their students may satisfy the requirement outside the department. Three departments will rely completely on the modules suggested by the IFC or on computer science courses, both of which would be offered through Math and Computer Science. (One department is still uncertain.)

e) Thirteen departments are now offering courses that the departments believe will fulfill both the letter and spirit of the general education synthesis. These courses range from senior seminar/capstone courses to practica to field research. Five departments will develop new courses, generally senior seminar/capstone courses, but also including an independent study option in the case of one department.

f) Demonstrating competency in mathematics means successfully completing Mathematice 30, College Algebra, or achieving a satisfactory score on a placement test.

New courses will need to be developed to fulfill the computing proficiency and tha math and symbolic logic requirements.

3. Right now, virtually none of the majors in the College are fulfilling all the revised general education requirements. Generally this is because most BS students lack the foreign language/culture requirement and many BA and BS students lack the third writing/critical analysis course. The curricular changes the department chairs have suggested, should they be put into effect in WS93, would provide all Arts and Sciences students with the courses needed to meet the new general education requirements.

Budget implications: After the College has received indications of how other divisions' interpretations of the new general education requirements will affect the College of Arts and Sciences, the College will supply, by December 22, a statement indicating the budgetary implications for the College.

TO: Leonard Ott, Chair, Senate Curriculum and Instruction Committee
 FROM: Laurence Madeo, Chair, School of Business Administration Undergraduate Studies Committee
 SUBJECT: Response on General Education
 DATE: December 1, 1992

This is the response of the School of Business Administration to your memo of October 20, 1992. The order of this memo reflects items one through three of your memo. The current requirements for undergraduate study in Business Administration are found on pages 162 through 165 of the 1992-93 Catalog. I will cite material on those pages, as needed, rather than repeat it. The sub-units of the School of Business Administration (hereafter SoBA) are called areas. There will be reference to areas and emphasis areas in this document. These are roughly equivalent to departments and majors. SoBA graduates roughly 600 BSBA students each year. This figure may be useful in determining the need for any additional resources.

1. The School of Business Administration finds the IFC version of the general education document to be acceptable.
2. Items "g" and beyond have been included to address matters not covered in "a" through "f."
 - a. The school, already requires two courses (see items 1) and 2) in the left hand column of page 163). We propose to use the idea of "writing intensive" courses in the SoBA. Many of our courses already require multiple writing assignments. In order to formalize this designation, each area will be required to designate twenty percent of its sections as being "writing intensive." Some of the sections likely to be designated as "writing intensive" usually meet in sections of more than forty students. In order to assist these faculty members in providing a meaningful, writing intensive course some reduction in section size is appropriate. We estimate that one FTE faculty member will be needed across SoBA.
 - b. We propose requiring Communication 40, Introduction to Public Speaking. The Communication department may need additional faculty to support this requirement.
 - c. The school has a *global awareness* requirement (see item 6) and its subsections on page 163). As detailed there, SoBA has two designations: mathematics and language options. The former requires nine hours of global awareness. The language option requires six hours of global awareness in addition to thirteen hours in one foreign language (see right column of page 163). We believe both of these options meet or exceed the gen. ed. requirement. Roughly ten percent have chosen the language option in the past. No additional resources are required.
 - d. SoBA has required BA 103 , Computers and Information Systems, for about ten years. We believe this course meets the requirement. No additional resources are required.
 - e. We have delineated three approaches to the Gen. Ed./major field synthesis requirement. Each of them contains drawbacks.
 1. BA 391, Strategic Management (seminar). This course is currently required of all BSBA students. It fills the role of major field synthesis. Some feel that the additional role of gen.ed. synthesis

is already being met, and we should simply acknowledge it. Others feel that this would place a burden on the course that is neither necessary nor appropriate.

- 2. A new senior seminar. This would be a separate course from BA 391. Its sole role would be to meet the general education/major field synthesis requirement. The proponents believe that it should have a enrollment limit of twenty students per section. Roughly thirty sections per year would be needed. At current teaching loads, this would mean an addition of new six faculty positions.
- 3. A combination of BA 391 and area designated courses. Under this plan, not all sections of BA 391 would be designated as meeting the gen. ed. synthesis requirement. The emphasis area would be responsible for offering sections designated at meeting the requirement. This option would allow those BA 391 instructors who feel that it is not appropriate to "burden" that course to opt out of the gen. ed. synthesis requirement without the additional expense of the new senior seminar.

f. **Estimate** There are very few, if any, current students who satisfy all the requirements. At most, fewer than five percent do. Under our current degree requirements (as interpreted in this document) and if one assumes that BA 391 is the general education synthesis course, all of our students satisfy eighty percent of the requirements. The primary areas of noncompliance are (i) the third writing course, (ii) the oral argumentation course, and (iii) the laboratory science course.

g. **Mathematical, Symbolic, and Logical Reasoning**

Item 5) on page 163 describes the requirement for two mathematics courses

h. **Distribution Requirement for General Education**

Item 3) on page 163 describes three Humanities courses required for the degree.

Item 4) on page 163 describes the requirement of five courses in the social sciences

Item 5) on page 163 describes the requirement of a non-laboratory science. We propose changing this to a laboratory science course.

3. **SoBA Requirements**

If BA 391 is selected as the means of meeting the synthesis requirement, the only additional resources requested would be one additional FTE to provide smaller sections for the writing intensive courses. If the senior seminar is selected, six additional faculty will be needed.

Arts & Sciences Requirements

Additional requirements will be needed in the Communication department to staff incremental sections of Comm 40. Additional laboratory space may be required to adjust to the change to a laboratory science. Given the six hundred BSBA students each year, the affected units can estimate better than SoBA can the magnitude of additional resources involved.



UNIVERSITY OF MISSOURI-ST. LOUIS

8

School of Education

Office of Undergraduate Studies
in Education

8001 Natural Bridge Road
St. Louis, Missouri 63121-4499
Telephone: (314) 553-5937

January 9, 1993

Dr. Leonard Ott
Chairman, Senate Committee on
Curriculum and Instruction
210 Music Building

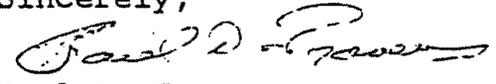
Dear Dr. Ott:

On December 29, 1992, Dr. Joe Martinich, Education Advisors Janice Drewel, Jennifer Clossum, and I met to discuss the proposed general education requirements. We discussed possible ways to incorporate the proposals without drastically adding new hours to an already tight undergraduate program. The following are ideas generated at that meeting:

1. The Teacher Education Committee may discuss with the Education faculty the possibility of incorporating intense writing experiences in advanced courses in order to avoid creating a new course. We shall consider the idea of hiring teaching assistants in selected courses to help evaluate written work. Perhaps special methods courses in secondary subject areas and student teaching seminars would be places where intensive writing could occur. The additional writing would be the equivalent of three semester hours, although such credit would not be granted.
2. In regard to the mathematics requirement, it was thought that perhaps Philosophy 60, Logic, could be incorporated into most Education programs. Almost all students have to take three humanities courses, so one of them could be this course on logic to fulfill the math/logical reasoning requirement. In addition, it was suggested that pertinent faculty and chairs meet to discuss merging math content and professional pedagogy more effectively.
3. The foreign language and culture requirement may be a very difficult one to integrate. Perhaps an option could be that Education students take Philosophy 120, Asian Philosophy or a course in comparative politics, world geography, or anthropology to meet the foreign culture requirement. Six additional semester hours may be added, however, in a foreign language besides the one foreign culture course.

- 4. The computer requirement may be met effectively by requiring all Education majors to take ED 301, Introduction to Micro-computers, or ED TEC, 246, 247, and 248, which deal with the preparation of instructional materials for the classroom. The three are one semester hour courses respectively and could be adapted easily to computer application.
- 5. The only other problem which Education students face regarding general education is the synthesis requirement; however, we believe strongly that student teaching fulfills that expectation. Students combine theory and practice, not only in their student teaching assignments, but also in their seminars, which are taken concurrently with student teaching. These seminars vary in credit from two to three semester hours and are planned to deal with the fusion of teaching specialty and pedagogical principles.
- 6. The oral communication and science requirements are already being met by program prerequisites.

Sincerely,



Paul D. Travers,
Acting Associate Dean

- cc Dr. Joe Martinich, Chair, Senate
- Dr. Rick George, Interim Dean, School of Education
- Ms. Nancy Ashford, Coordinator, Teacher Certification
- Ms. Janice Drewel, Advisor
- Dr. Gayle Wilkinson, Chair, Teacher Education Committee
- Ms. Joan Arban, Executive Staff Assistant 1 ✓



UNIVERSITY OF MISSOURI-ST. LOUIS

11/15/92 105 (10)

School of Nursing

8001 Natural Bridge Road
St. Louis, Missouri 63121-4499
Telephone: (314) 553-6067

TO: Leonard Ott
Chair, C & I Committee

FROM: Shirley A. Martin *SM*
Dean, School of Nursing

SUBJECT: Response to Proposed General Education
Document

DATE: November 24, 1992

The Curriculum Committee of the School of Nursing has prepared the attached response to your request.

If you have questions please call me.

nsf

To: Dr. Leonard Ott, Chair
 Senate Committee on Curriculum and Instruction

FROM: School of Nursing

RE: Response to Proposed General Education Document

DATE: November 16, 1992

The School of Nursing has reviewed the proposed general education requirements and find them acceptable as listed in the memo distributed 10/23/92.

The following details the means by which the undergraduate nursing student would meet the proposed requirements:

1. WRITING AND CRITICAL ANALYSIS

The School would continue to require a junior level writing course to be completed outside the School of Nursing.

Formal papers will continue to be required in multiple nursing courses with a comprehensive paper reflecting implementation of the major concepts of the curriculum required in the senior nursing capstone course (N 340).

2. ORAL ARGUMENTATION/SPEECH

The School will continue to require a logic course as well as continue to use oral argumentation/ debate as an instructional method in several nursing courses.

The nursing capstone course will continue to use formal oral presentation as a primary means for demonstrating achievement of project development within a selected area of nursing.

3. FOREIGN LANGUAGE/CULTURE

It is the School's position that this requirement be satisfied through cultural courses and that it not mandate completion of foreign language courses.

The School will continue to integrate cultural assessment in the community nursing course.

An elective -- Transcultural Health Care -- will be developed.

Students will be required to take at least one course which has a cultural focus outside of nursing. Ideally, such a course will meet a humanities requirement.

4. COMPUTER AND INFORMATION TECHNOLOGY

The School's undergraduate curriculum will continue to include a required course focused on the computer technology and informatics currently utilized in the health care system.

The School will continue to integrate computer instruction into the undergraduate curriculum with a goal that majority of the undergraduate nursing courses will have a segment of instruction using computer technology.

Realization of this goal is directly dependent upon financial support via acquisition of software and release time for faculty development of computer programs.

5. MAJOR FIELD SYNTHESIS

The School of Nursing currently requires all nursing majors complete a capstone course the final semester of study. This course will continue to be required and will continue to synthesize the major concepts of the undergraduate curriculum within an area of nursing interest.

6. MATHEMATICAL, SYMBOLIC, AND LOGICAL REASONING

The School of Nursing will continue to require completion of a basic statistics course which encompasses descriptive and inferential statistics and a basic logic course.

Currently, all students in the undergraduate nursing program are required to complete the proposed requirements to varying degrees. To fully realize the foreign language/culture requirement will necessitate guided advising for the non-nursing course(s) as well as the development of a transcultural health care course. In addition, the computer technology requirement will require faculty development and financial support.



UNIVERSITY OF MISSOURI-ROLLA

UMR Engineering Education Center

14

8001 Natural Bridge Road
St. Louis, Missouri 63121-4499
Telephone: (314) 553-5431

MEMO

Date: November 5, 1992
From: Dr. James Hahn, Interim Director
Engineering Center
To: Dr. Leonard Ott, Music Department, 210 Music Bldg.
Copies: Dr. R. L. Davis, Dean of Engineering, UMR
Dr. John Park, Chancellor, UMR
Subject: General Education Requirements

A handwritten signature in black ink, appearing to read 'J. Hahn', written over the 'Copies' line of the memo.

This is to let you know that I do not plan to file, on behalf of the Engineering Center, any specific plans or comments on the general education requirements, as you requested in your letter of October 20, 1992. The reasons are:

1. Over 95% of our students are graduate students, and so are not involved with general education.

2. For the undergraduate students, we are currently following the UM-Rolla curriculum, so will adopt whatever approach UMR takes. I should point out that we serve only juniors and seniors through the Engineering Center, because freshmen and sophomores are part of the pre-engineering program administered by Dr. Dreifke through the Physics department. Thus, I suspect that many of the general education requirements will apply to them more than to those in our program.



(15)

Pierre Laclède

Honors College

University of Missouri-St. Louis
8001 Natural Bridge Road
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(314) 389-0096

M E M O R A N D U M -- 30 November 1992

TO: Prof. Leonard Ott, Chair,
Senate C & I Committee

FROM: Fred Fausz, Dean, 
Honors College

RE: Unit Comments on New General Education Requirements

Before responding to your memorandum of 20 October, I reviewed the draft proposals from the IFC in consultation with Dennis Bohnenkamp, the only other regular instructor on the Honors College staff. We concurred that the overall structure of the new General Education Requirements seems generally sensible and workable, presenting no insurmountable problems for the Honors College curriculum. (The major caveat is detailed in the Summary, below).

A. Based on our current offerings at The Pierre Laclède Honors College, Honors students could satisfy the Communication Requirement with:

HONORS 10--Honors Writing (which already exceeds the expectations of Freshman Composition and in the future will require ENGL 10 or AP credit as a prerequisite from all entering First Year students)

HONORS 30--Critical Analysis, required of all First Year students, taught by Philosophy faculty, and writing-intensive

Currently, the proven value of the Honors College's "writing-across-the-curriculum" in every seminar offered has resulted in the waiver of ENGL 210 for students who complete the Honors curriculum; moreover, since all of our classes at Pierre Laclède are discussion seminars of 12 or fewer students, I would hope that a similar official allowance could be made with regard to Oral Argumentation/Speech, without the need to develop a special new course.

B. Currently, Honors students are required to complete MATH 30 and MATH.35 (Trigonometry) as minimal mathematical competency. In addition, several of our upper-level elective offerings provide mathematical, symbolic, and/or logical reasoning as central components.

C. The Honors College requires all First Year students to complete HONORS 103--Non-Western Traditions (our equivalent of the Non-Euro-American requirement), and "cultural immersion" courses are sometimes offered as upper-level elective seminars. The Honors College offers no Foreign Language courses and does not require a specific level of competency beyond that expected by the University.

D.. The Honors College was charged with developing a "Computer Literacy" requirement when its curriculum was originally approved. Although deliberations on that issue have intensified this semester, it would be desirable for such courses to be developed and taught by experienced professionals at a well-equipped facility like the new Computer Center.

E. The Honors College curriculum was specifically designed to allow Honors students to satisfy the current distribution requirements through a variety of its lower- and upper-level seminar offerings.

F. I firmly believe in a "capstone course" that requires students to integrate and synthesize ideas from their four years of collegiate work, and the Honors College has been offering such stimulating multidisciplinary seminars on a regular (but elective) basis--without connections to a student's major (see attached WS 93 Description of Courses). While we could/should have some productive discussions on developing this requirement, the Honors College cannot offer enough courses at the 300-level to satisfy the needs of each student in every major field. I would suggest that the spirit of this requirement might be as well, if not better, satisfied by a true multidisciplinary experience that did NOT have reference to a student's specific major. The Committee might consider that as an option for Honors students and regard it as a service to certain departments.

In sum, the new General Education proposals confirm most of the current curricular philosophies and policies of The Pierre Laclède Honors College. However, because of a reshuffling of credit hours and the absence of a required history course for all students, the Honors College will have to reconsider its present requirements or risk losing the most credit-conscious students. The Honors College requires four-year students to satisfy HONORS 101--Western Traditions and HONORS 102--American Traditions, for a total of 6 hours, plus HONORS 103--Non-Western Traditions (3 credits).

It is pedagogically unsound that any student may graduate from a university without at least one--and preferably the same--course in history. Chronological illiteracy is the worst plague of the present generation of students, and personal experience has shown that a TWO-semester sequence in the "Western Legacy" (integrating American History in a global context) is the minimum exposure necessary for truly appreciating our past, warts and all. AP History credit just will not do, since high schools are notorious for factual memorization, the over-glorification of traditional WASP history, and the avoidance of controversial issues (like Hiroshima and Vietnam). I urge the Committee to reconsider this requirement; in the meantime, the Honors College Executive Committee will continue to review Honors offerings and try to achieve a balance between pedagogy and practicality.

Thank you for this opportunity to respond.

Fred Tausz



UNIVERSITY OF MISSOURI-ST. LOUIS

College of Arts and Sciences

17

Department of Anthropology

8001 Natural Bridge Road
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Telephone: (314) 553-6020

DATE: November 20, 1992

TO: Leonard Ott, Chair
Senate Curriculum and Instruction Committee

FROM: Pauline Turner Strong, Chair
Senate International Relations Committee

RE: General Education Requirements

At its meeting on November 13, 1992, the International Relations Committee composed and approved the following recommendation.

While recognizing the need for flexibility, the International Relations Committee wishes to urge that the implementation of the foreign language/culture requirement includes some study of a foreign language.

The Committee also wishes to recommend that foreign students be allowed to fulfill their foreign language/culture requirement by taking courses in English language and culture. We consider that the teaching of the English language for non-native speakers constitutes a necessary enhancement of the University's academic offerings in foreign language.

Thank you for your consideration.

cc: Chancellor Blanche M. Touhill
Vice Chancellor Roosevelt Wright
Vice Chancellor Sandy MacLean
Associate Vice Chancellor Sallyanne Fitzgerald
Dean E. Terrence Jones, Arts and Sciences
Dean Robert Nauss, Business Administration
Dean Rick George, Education
Dean Everett Nance, Evening College
Dean Shirley A. Martin, Nursing
Dr. Joseph Martinich, Senate Chair



UNIVERSITY OF MISSOURI-ST. LOUIS

(18)
College of Arts and Sciences

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Chairman, Department of Chemistry
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Telephone (314)-553-5311
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BITNET C4626@UMSLVAXA

November 12, 1992

Professor Leonard Ott
Chair, Senate Committee on
Curriculum and Instruction
210 Music Building
Campus

Dear Leonard:

My colleagues have asked me to write to you concerning the proposed new general education requirements.

We have spent much time reviewing the proposals and agree with the aim to improve undergraduate education. We agree with the goal to strengthen the basic requirements by assuring a firm foundation in the liberal arts and sciences. Indeed we addressed the issue as soon as we received a copy of the proposals which were submitted to the Chancellors by Richard Wallace dated 6/8/92.

The version we received from you, dated 10/20/92, had been modified slightly and it is one of those modifications that troubles us. We were already concerned about the low exposure of students to the natural sciences in college and also the shortage of qualified science teachers in the K through 12 component of our education system. Now we have cause for additional concern.

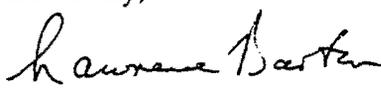
The executive summary of the recommendations to President Russell, from the Advisory Committee chaired by Professor Palonsky, contained a section E. on distribution requirements. Part 2. of this section addressed the natural sciences and indicated that 9 hours in the physical and biological sciences including some laboratory component was required. Mathematics was covered in Section B of the document. The new version, received on 10/20/92, includes mathematics in section E. part 2 and also in Section B. We believe that this represents a substantial weakening of the natural sciences requirement, from the initial version, and we urge you to revert to the original wording. Mathematics is already covered elsewhere!

I don't believe it is necessary for me to review how uncompetitive US students are with their counterparts in other countries in the natural sciences. That is well known and documented. On the other hand an area where our students rate well internationally, oral argumentation, is given new and special emphasis in the document. If we are to move our young people into the 21st century with an ability to understand the world around them, then we must increase their exposure to the natural sciences. That would involve going beyond the requirements described in the original version of the document, not reducing them!

Since it is not clear who has the final say in this issue, I am forwarding copies of this letter to members of all the groups which appear to have been involved in generating these recommendations.

I urge that the requirements in Section E. part 2. be changed to the original version.

Sincerely,



Lawrence Barton
Professor and Chairman

- cc: Dean Terry Jones
- Professor Robertson, Chair, A & S Curriculum Committee
- Professor Palonsky
- Vice Chancellor Wright
- Chancellor Touhill
- Vice President Wallace
- President Russell