



UNIVERSITY OF MISSOURI-ST. LOUIS

Senate

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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 *jm*

DATE: March 31, 1993

The Senate is scheduled to meet at 3:15 p.m. on Tuesday, April 6, in 222 J. C. Penney. The agenda follows:

- I. Approve 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
- VI. Report from the Student Government Association -- Mr. Tomlinson
- VII. Committee reports:
 - A. Curriculum and Instruction (action items, see report enclosed) -- Dr. Ott
 - B. Computing -- Dr. Tierney
 - C. Physical Facilities and General Services (action item, see attached) -- Dr. Ratcliff
 - D. Research and Publication (see attached) -- Dr. Burkholder
 - E. Student Affairs (see attached) -- Dr. Cohen
 - F. University Relations -- Dr. McPhail
 - G. Ad Hoc Committee on the Assessment of Educational Outcomes (see attached) -- Dr. Burnett
 - H. International Relations -- Dr. Strong
- VIII. Other business

Members of new (1993-94) Senate: Remember that there will be an organizational meeting on April 6 at 2:30 p.m. in 222 J. C. Penney. This meeting must convene on time. Please be prompt.

**Report from the Senate Physical Facilities Committee
April 6, 1993**

Proposal:

Faculty/Staff parking privileges will be available to Graduate Teaching Assistants with .5 FTE appointments who are teaching a regularly scheduled class, lab or recitation section.

Rationale:

1. Observations of the parking situation along West Drive during this semester revealed that all spaces are filled by approximately 11 am on Monday, Wednesday, and later on Tuesday, Thursday. As a consequence, faculty and staff are parking illegally along Benton Drive and in the aisles in garage N.
2. In a meeting with representative graduate students on November 24, 1992, the committee was convinced that graduate students teaching classes had a compelling need for "convenient" parking - namely, the need to get to class on time.
3. Many students (both graduate and undergraduate) work for the University on a part-time basis. In fact, in February 1993, there were:

1,188	Full-time faculty and staff
703	Part-time faculty and staff
651	Part-time student employees

(Employees are classified as staff or students on the basis of their primary function.) The committee recognizes the value of student employees to the University. However, the numbers are too large to accommodate all student employees in Faculty/Staff parking lots.

4. The University's master planners, Sasaki Associates, Inc., recognize that "The University currently has adequate, but unevenly distributed parking. Poor pedestrian connections between parking and University buildings contribute to a perceived lack of parking."

Clearly, student parking is very inconvenient for students in the science complex. The committee urges Facilities Management to improve the shuttle bus service to ensure that students can travel to distant parking lots safely.

REPORT OF THE AD HOC RESEARCH AND PUBLICATION COMMITTEE

April 6, 1993

Since its last report, the Committee has held two extended meetings to discuss its charge and the composition of its membership. It has also drafted revised guidelines for the competition for research awards for the 1993-94 year.

The results of the discussions about the Committee's charge and membership have been sent to the Bylaws and Rules Committee for consideration and, if that Committee concurs, recommendation to the Senate, hopefully, at the April 27 meeting. The most substantive recommendations are for the Committee to continue with the same membership as is now the case for the two subcommittees, but each subcommittee would handle one of two annual competitions. In each competition, faculty could apply for research awards and support, summer research support, and research and development leaves. While the Committee, working through its subcommittees, has handled all research and summer research awards in the past, the Office of the Vice Chancellor for Academic Affairs has used an ad hoc committee to recommend recipients of research and development leaves. The proposal, which the Vice Chancellor supports, would give the elected Research Committee the responsibility for determining these leaves as well as all research awards.

The draft of revised guidelines for research awards will be recommended to next year's Committee.

Mark A. Burkholder

Chair

Student Affairs Committee Report
submitted by Margaret W. Cohen, Chair
April 6, 1993

The Student Affairs Committee meets monthly. To date this year we have

1. Recognized six student organizations.
2. Initiated discussions with the Student Publications Committee regarding our concerns about The Current including its need for a compensated advisor.
3. Recommended a change in our composition to the Bylaws and Rules Committee.
4. Heard reports from various campus representatives on
 1. the shuttle service;
 2. the feasibility of erecting needed shelters at campus bus stops;
 3. the Job Fair held on campus co-sponsored by area universities.
5. Reviewed the policies in place for guiding the work of the Student Activities Budget Committee for allocating student fees monies, observed the SABC's work and are scheduled to approve their recommendations on April 1.
6. Assisted Vice Chancellor MacLean in identifying members for a Health Services Task Force.
7. Reviewed the Vice Chancellor's recommendations for increases in student facility and activity fees.
8. Reviewed a version of a new Student Conduct Code proposed as an updated code by the four Vice Chancellors for Student Affairs. We were reluctant to bring this inadequate proposal forward to the Senate and sought, instead, answers to two concerns. First, could our campus be guided by its own unique code (i.e., the one approved two years ago by the Senate) and second, if not, we wanted to explore the possibility of faculty representatives from all four campuses meeting to reach consensus on a new code. In the process of seeking responses, the proposed code was approved by the Vice Chancellors (with Vice Chancellor MacLean dissenting) and forwarded to the General Officers. We are dismayed by this development and seek input on how next to proceed.

REPORT OF THE AD HOC SENATE COMMITTEE ON THE ASSESSMENT
OF EDUCATIONAL OUTCOMES
April 1993

The Ad hoc Senate Committee on the Assessment of Educational Outcomes in 1992-93, the second year of its existence as an elected committee of the senate, actively pursued the charge of the chair of the senate to (1) move the campus toward a more proactive stance in regard to assessment, (2) continue to study how to encourage students to perform their best on assessment exams, and (3) look at ways academic units can use test results to improve their curriculum and instruction.

For 1992-93, implementation of campus assessment was placed in the Center for Academic Development (CAD). The premier work of Dr. Sallyanne Fitzgerald and the CAD staff was recognized by the committee on Fitzgerald's departure from campus in December to take a new position out of state. At present, Dorothy Gotway and Wil Simon of CAD are overseeing assessment implementation.

An early accomplishment in the academic year was the production of a trifold flier, prepared by CAD, under the advisement of the assessment committee, and widely distributed to students, faculty, and staff. The flier succinctly outlined (1) the facets of the campus assessment plan, (2) the reasons for assessment, (3) the uses made of results, and (4) the flexibility in the schedule for students to complete the varied tests appropriate to their class standing and program. The facets include the Academic Profile (AP) for freshmen, the College Basic Academic Subjects Examination (C-BASE) for those between 45-75 credit hours, the follow-up Academic Profile for seniors, and the major field assessment established by each unit for its exiting graduates. The follow-up survey of alumni at the five year and the ten year points is also listed.

A second and a major accomplishment of the 92-93 academic year was the completing of and the submitting to NCA in December 1992 of the North Central Association Assessment Plan for the University of Missouri - St. Louis. This comb-bound volume presents a brief history of campus wide assessment and a conceptual framework for the current plan. It addresses issues of faculty ownership/responsibility, institution-wide support, feedback to both the students and the institution, cost-effectiveness, and access, equity, and diversity goals. Multiple exhibits in an appendix document the evolution of the current plan.

Training sessions conducted by CAD personnel and, in some instances, by an assessment committee member, were held for clerical, secretarial, and advisement staff to sensitize them to the importance of assessment and the necessity for them to encourage all students to take the related testing seriously.

Those administering C-BASE indicated increased student motivation this year over the past. In the main, those few students who dissented were likely to be transfer students who had not been oriented to the campus plan. Answer folders of those obviously not making a significant effort are to be separated from the other completed folders and sent to the appropriate divisional dean

for any further action deemed advisable. It was recommended that more detailed information regarding assessment be included in letters of acceptance for transfer students.

Test information is available on the campus computer for use by advisors in the academic units. The admissions office is able to access on the computer and verify C-BASE completion by students who transfer from one of the other University of Missouri campuses.

Academic units are using a variety of strategies in exit assessment in the major field ranging through the use of nationally-normed tests, research papers, internally developed written examinations, and capstone courses with required papers evaluated by external reviewers.

A "College Outcome Survey", an instrument developed by ACT for the Missouri Coordinating Board of Higher Education, is to be given to large samples of students from all colleges and universities in the state. At UM - St. Louis the questionnaire was mailed to 300-350 randomly selected students during the 1993 spring recess. The University's central administration is financing the survey.

The committee affirmed in its February 1993 minutes that campus assessment objectives should include the minimizing of duplication of effort while implementing a plan that produces valid and useful information for curriculum and program improvement purposes.

REPORT FROM THE SENATE COMMITTEE ON CURRICULUM AND INSTRUCTION -- March 17-18, 1993

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

Biology 90	drop	"Freshman Seminar"	3 hours
Biology 110	change prerequisite	"Human Biology"	3 hours
Biology 115	change prerequisite	"Human Heredity and Evolution"	3 hours
Biology 120	change prerequisite	"Environmental Biology"	3 hours
Biology 140	change prerequisite	"Female Sexuality"	3 hours
Psychology 140	change prerequisite	"Female Sexuality"	3 hours
Biology 150	change prerequisite	"Plants and Civilization"	3 hours
Biology 212	change hours, prerequisite, description	"Histology and Microtechniques"	5 hours
Biology 250	change description	"Biology of Plants"	5 hours
German 101	change title, description	"Intermediate German Language and Culture"	3 hours
Greek 101	change title, description	"Intermediate Ancient Greek Language and Culture"	3 hours
Italian 101	change title, description	"Intermediate Italian Language and Culture"	3 hours
Latin 101	change title, description	"Intermediate Latin Language and Culture"	3 hours
Russian 101	change title, description	"Intermediate Russian Language and Culture"	3 hours
Spanish 101	change title, description	"Intermediate Spanish Language and Culture"	3 hours
French 101	change title, description	"Intermediate French Language and Culture"	3 hours
French 111	change title, description	"Francophone Culture"	3 hours
Music History and Literature 6	change title, description	"Introduction to African- American Music"	3 hours
Business Administration 140	change prerequisite	"Fundamentals of Financial Accounting"	3 hours
Business Administration 145	change prerequisite	"Managerial Accounting"	3 hours
Art Studio 310	change title, description	"Graphic Design III"	3 hours
Art Studio 311	add	"Graphic Design IV"	3 hours
Art Studio 340	change title, prerequisite, description	"Drawing IV"	3 hours
Art Studio 342	change title, prerequisite, description	"Figure Drawing IV"	3 hours
Art Studio 350	change title, description	"Design III"	3 hours
Art Studio 360	change title, description	"Photography III"	3 hours
Art Studio 361	add	"Color Photography II"	3 hours
Art Studio 364	add	"Video Art II"	3 hours
Art Studio 370	change title, description	"Printmaking and Relief"	3 hours

(continued)

Art Studio 380	change title, description	"Painting III"	3 hours
Art Studio 381	add	"Painting IV"	3 hours
Art Studio 383	add	"Advanced Problems in Graphic Design I"	3 hours
Art Studio 384	add	"Advanced Problems in Graphic Design II"	3 hours
Art Studio 385	add	"Advanced Problems in Painting"	3 hours
Art Studio 386	add	"Advanced Problems in Painting II"	3 hours
Art Studio 387	add	"Advanced Problems in Drawing I"	3 hours
Art Studio 388	add	"Advanced Problems in Drawing II"	3 hours
Art Studio 391	add	"Advanced Problems in Photography I"	3 hours
Art Studio 392	add	"Advanced Problems in Photography II"	3 hours
Art Studio 393	add	"Advanced Problems in Printmaking I"	3 hours
Art Studio 394	add	"Advanced Problems in Printmaking II"	3 hours
Art Studio 396	change number, hours, prerequisite, description	"Senior Studio Seminar"	3 hours
Art Studio 399	add	"Special Study in Studio Art"	1-10 hours
Chemistry 321	add	"Instrumental Analysis"	2 hours
Chemistry 323	add	"Laboratory in Instrumental Analysis"	2 hours
Chemistry 324	drop	"Instrumental Analysis"	3 hours
Communication 334	change prerequisite	"Communication in Advertising"	3 hours
Communication 362	change hours	"Storytelling"	1-3 hours
Communication 390	change description	"Directed Readings"	3 hours
Communication 391	add	"Senior Seminar in Communication"	3 hours
Communication 392	change description	"Administration of Cocurricular Activities"	3 hours
Sociology 342	change description	"World Population and Ecology"	3 hours
Sociology 346	change description	"Demographic Techniques"	3 hours
Sociology 354	change description	"Sociology of Business and Work Settings"	3 hours
Business Administration 309	change title, description	"Human Resource Management"	3 hours
Business Administration 380	change title, description	"International Finance"	3 hours
Business Administration 477	change prerequisite, description	"Product Planning and Pricing"	3 hours
Sociology 449	add	"Issues in Retirement"	3 hours
Gerontology 449	add	"Issues in Retirement"	3 hours

(continued)

Psychology 493	drop	"Topics in Gerontology"	1-3 hours
Gerontology 493	drop	"Topics in Gerontology"	1-3 hours
Political Science 417	add	"Income and Pension Policy for the Aged"	3 hours
PPA 417	add	"Income and Pension Policy for the Aged"	3 hours
Gerontology 417	add	"Income and Pension Policy for the Aged"	3 hours
Sociology 447	change description	"Health Policy and the Elderly"	3 hours
PPA 447	drop	"Health Policy and the Elderly"	3 hours
Gerontology 447	drop	"Health Policy and the Elderly"	3 hours
Optometry 558	change description	"Geriatric Optometry"	2 hours
Gerontology 458	add	"Geriatric Optometry"	2 hours
Nursing 376	add	"Child Assessment: Denver II"	2 hours

II. INFORMATION ITEM: The School of Business Administration is experimenting with a new schedule for some Monday/Wednesday/Friday courses. In place of the traditional 50-minute class periods on the three days, some courses will meet for 75 minutes on Monday and Wednesday only. Other courses could be scheduled for 150-minute class periods on Fridays or Saturdays. In fall, the Committee on Curriculum and Instruction will request feedback from the other units regarding the possibility of instituting this new schedule arrangement campus-wide.

III. ACTION ITEMS (see attached):

- A. The Committee recommends Senate approval for the following proposals:
1. Mathematics and Computer Science -- General Education Requirements
 2. School of Business Administration -- Time Limitations on Courses
 3. School of Business Administration -- Policy on Academic Misconduct
 4. New Degree Program: M.F.A. in Creative Writing*
- B. In keeping with its charge from the Senate, the Committee respectfully submits four options regarding the 1995-96 academic calendar.

*Copies of the full proposal have been placed on reserve at the Thomas Jefferson and Education libraries.

SENATE PROPOSAL FORM FOR (check one): CHANGE IN DEGREE REQUIREMENT
 CHANGE IN MINOR
 CHANGE IN CERTIFICATE PROGRAM

(Do Not Write in This Space)
 initials/date

Page 1 of 2

ROUTING:

Academic Affairs MA 11-29-93
 Graduate School
 (if applicable) _____
 Senate C&I gma 13-18-93
 Senate _____
 Academic Affairs _____

Mathematics and Computer Science
 Department

Signed [Signature] 11/3/92
 Department Chair Date

Arts and Sciences
 School or College

Signed [Signature] 12/9/92
 Dean Date

General Education Requirements
 Title of Degree/Minor/Certificate Program

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

[Signature]

Page number(s) 108 and year 1992-93 of the most recent Bulletin listing.

Current Bulletin listing:

General Education Requirements
 All majors must satisfy the University and appropriate School or College general education requirements. All mathematics courses except Mathematics 02 may be used to meet the University's general education breadth of study requirement in science and mathematics.

Proposed Bulletin listing:

General Education Requirements
 All majors must satisfy the University and appropriate School or College general education requirements. All mathematics courses except Mathematics 02 may be used to meet the University's general education breadth of study requirement in science and mathematics.

After fulfilling the general education and specific major degree requirements, students are to take the remaining hours required to complete the B.A. or B.S. degree from courses, which the appropriate department has evaluated as being of university-level quality, from one or more of the following areas or their university-quality equivalents at other institutions: criminology and criminal justice, anthropology/archaeology, art (appreciation, history, studio), biology, chemistry, communication, economics, English, foreign languages/literature, history,

Rationale

Specifying certain areas from which students may take elective courses allows the Department of Mathematics and Computer Science to integrate appropriate courses into each student's degree program.
 This change effects the following degrees and minors: Bachelor of Arts in Mathematics; Bachelor of Science in Education majoring in Secondary Education with Emphasis in Mathematics; Bachelor of Science in Applied Mathematics; Bachelor of Science in Computer Science; Minor in Computer Science; Minor in Mathematics; Minor in Statistics

mathematics/computer science, music (appreciation, history, performance), philosophy, physics, political science, psychology, social work, sociology, business, education, engineering, and inter-disciplinary. The Department of Mathematics and Computer Science may require students to pass a placement test in order to enroll in the next level course, provided this or an equivalent test is administered to all students seeking to enroll in that course.

SENATE PROPOSAL FORM FOR (check one):

- (x) CHANGE IN DEGREE REQUIREMENTS
- () CHANGE IN MINOR
- () CHANGE IN CERTIFICATE PROGRAM

(Do Not Write in This Space)
ROUTING: initials/date

Academic Affairs fn 13-3-93
 Graduate School
 (if applicable)
 Senate C&I gma 13-17-93
 Reported to Senate
 Academic Affairs

FROM: School of Business Administration Signed: _____ Date _____
 Department
School of Business Administration Signed: David R. Harry 1-22-93
 School or College Dean Date

Title: Time Limitations on Courses

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

Page number(s) 164 and year 1992-93 of most recent Bulletin listing.

Current Bulletin listing:

Time Limitations on Courses

1. All business courses used to satisfy degree requirements must be completed no more than 10 years before graduation.

2. No course may be used to satisfy a prerequisite for a business course if it was completed more than 10 years earlier.

Exceptions to these rules may be made by the Undergraduate Studies Committee upon appeal by the student.

Proposed Bulletin listing:

Time Limitations on Courses
 Business Administration is a continually changing field, so courses taken many years before graduation may no longer reflect current needs, business practices, or regulations. In addition, students must be competent in prerequisite material to benefit fully from subsequent courses. Therefore, the School of Business Administration has adopted the following time limitation policies.

1. All business courses used to satisfy degree requirements must be completed no more than 10 years before graduation.

2. No course may be used to satisfy a prerequisite for a business course if it was completed more than 10 years earlier.

In many cases a student will have kept knowledge up to date by additional course work or by professional experience. In these cases, the Undergraduate Studies Committee will frequently waive this time limitation for some or for all courses.

Students are encouraged to consult an advisor in the School of Business Administration to initiate a review of courses exceeding these time limits.

Rationale:

This proposal represents no change in existing policy, but clarifies allowable exceptions.

no change

no change

This proposal represents no change in existing policy, but clarifies allowable exceptions.

This proposal represents no change in existing policy, but clarifies allowable exceptions.

1-1

SENATE PROPOSAL FORM FOR (check one):

- (x) CHANGE IN DEGREE REQUIREMENTS
- () CHANGE IN MINOR
- () CHANGE IN CERTIFICATE PROGRAM

(Do Not Write in This Space)
ROUTING: initials/date

Academic Affairs DM 13-22-93
 Graduate School
 (if applicable)
 Senate C&I gma 3-17-93
 Reported to Senate
 Academic Affairs

FROM: School of Business Administration Signed: _____ Date _____
 Department _____
School of Business Administration Signed: David R. Garry 3-17-93
 School or College Dean Date

Title: **Policy on Academic Misconduct**

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

Page number(s) 168 and year 1992-93 of most recent Bulletin listing.

Current <u>Bulletin</u> listing:	Proposed <u>Bulletin</u> listing:	Rationale:
<p>Special Interdisciplinary Degree</p> <p>The School of Business Administration also cooperates with the Departments of Economics and Political Science in the College of Arts and Sciences in offering a master's degree in public policy administration (MPPA). For information on the MPPA degree program, see the Inter-School Studies section of this <i>Bulletin</i>.</p>	<p>Special Interdisciplinary Degree</p> <p>The School of Business Administration also cooperates with the Departments of Economics and Political Science in the College of Arts and Sciences in offering a master's degree in public policy administration (MPPA). For information on the MPPA degree program, see the Inter-School Studies section of this <i>Bulletin</i>.</p> <p>General Statement of Policy Applicable to All Students Taking Business Courses</p> <p>Academic Misconduct The School of Business Administration views academic dishonesty as a serious offense. Unless instructed by their instructor to the contrary, students should assume that all class assignments are to be done independently. For independent assignments (e.g., a case analysis, take-home or in-class exams), giving or receiving aid, unless authorized by the instructor, is considered academic dishonesty. If the student is uncertain concerning the nature of an assignment, it is his/her responsibility to seek the instructor's guidance. (For more information on academic misconduct - refer to the appendix of this <u>Bulletin</u> and to the <u>UM-St. Louis Student Handbook</u>.)</p>	<p>no change</p> <p>This statement clarifies the current definition of plagiarism to explicitly include responsibility to a party who gives information. The clarification is necessitated by a recent irregularity within the School.</p>

SENATE PROPOSAL FORM FOR (check one): (X) NEW DEGREE PROGRAM
() NEW MINOR
() NEW CERTIFICATE PROGRAM
(See Instructions on Reverse)

(Do Not Write in This Space)
initials/date
ROUTING:
Academic Affairs QW 10/18/91
Graduate School JW 12.11.93
(if applicable)
Senate C&I Jma 13-18-93
Senate _____
Academic Affairs _____
(effective date: _____)

Page 1 of 2

English
Department

Signed: Charles Larson 12 Sep 91
Department Chair Date

Arts & Sciences
School or College

Signed: Allora A. Larson/De 9-17-91
Dean Date

Master of Fine Arts in Creative Writing
Title of Degree/Minor/Certificate Program

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

Rationale for proposed new degree/minor/certificate: St. Louis presently has no reasonably-priced MFA program. In recent years, we have done a limited amount of the teaching of creative writing at the graduate level within the context of our existing MA program. It is understandable that, given the high quality of our creative writing faculty, this has served merely to whet the appetites of students wanting serious graduate training in creative writing, the kind that can only be carried out in an MFA program with its provision for sustained and continuous work in the discipline.

Program description for Bulletin:

The Master of Fine Arts program has been designed by writers for writers, while nevertheless remaining an integral part of the English department and of the graduate programs of the University. A writer's education will obviously differ from a conventional academic program. Workshops, with the close reading of manuscripts and a membership in a community of writers, are central to any MFA curriculum. However, the department also believes that a writing program must balance time to do one's own work and sympathetic but objective criticism in the workshops with the ongoing intellectual life of the department. To that end, the program also requires "regular" courses from the department's MA program so that the MFA candidates develop informed, measured perspectives on the relationship between their writing and the larger corpus of literature.

(cont. next page)

The program requires a minimum of 30 hours, at least 15 of them in creative writing workshops. Students will take 2-3 graduate writing workshops in their area of specialization, either fiction or poetry. These fiction and poetry workshops may be repeated for credit, leading to a final independent course the outcome of which will be a project consisting of original fiction or poetry of at least 60 pages. Students are also required to take one course outside the area of specialization. This might include courses in a) Translation, b) Playwriting, c) Screenplay Writing, d) Writing Poetry in Traditional Forms, e) a combined fiction-poetry course. Students are required to take at least one creative writing graduate course each semester of the academic year unless they receive departmental approval to do otherwise. This requirement ensures the continuity of the students' growth as writers during the course of the MFA program.

Students will be admitted to the program on the basis of GRE scores, undergraduate grades, letters of recommendation, and, importantly, a sample manuscript of creative work in the genre in which they intend to concentrate.

Degree Proposal for Master of Fine Arts in Creative Writing

Summary

The UM-St. Louis Five-Year Plan for 1992-1996 (Vision for the 21st Century) includes the creation of an MFA in creative writing in its "Project Advance" section. The statement reads in full as follows:

Drawing on the distinguished poets and novelists among the English Department's faculty, this program can quickly meet the need in the St. Louis area for a high-quality but economical Master of Fine Arts degree in creative writing. This program would evolve naturally from the successful undergraduate creative writing program.

The Department of English now seeks approval of this MFA program.

Since 1973, the Department of English has offered a Master of Arts degree--a 30-hour program devoted primarily to the interpretation and criticism of English and American literature. Beginning in 1989, in response to growing demand from students, the department began to increase its graduate offerings in creative writing. The department wishes to expand its graduate program in creative writing into a full-fledged Master of Fine Arts degree. In this field, the MFA is a more demanding, more prestigious degree than the MA. In recognition of this difference, and in keeping with practice at other universities, the new MFA would be a 39-hour degree.

Students will specialize in one genre, either poetry or fiction. Students will take 24 hours related to creative writing: 12 hours of writing workshop courses (9 hours in the genre of specialization, 3 hours outside the genre), 6 hours of independent reading in their genre, and 6 hours in a final writing project (a capstone project resulting in a book-length manuscript of fiction or poetry). Students will also take 15 hours of course work in literature and language.

The Associated Writing Programs, a national organization founded in 1967, is the primary source of information on writing programs. The most recent edition of its Official Guide to Writing Programs (1992-93) indicates a two-way distinction in MFA programs between "studio" (almost entirely writing courses) and the more common "studio/academic" (a mix of writing courses and more scholarly courses devoted to the

study of literature). The program proposed here is "studio/academic." The "academic" portion of the program--the 15 hours of non-creative writing courses--is already in place because of the department's longstanding MA degree. The "studio" portion of the program is almost completely in place because of previous offerings of creative writing at the graduate level. Upon approval of the MFA degree, some minor changes in the descriptions of these writing courses will be made, such as raising the credit limit on English 494, Final Writing Project, from three to six hours.

The Department of English presently has three graduate faculty members who teach undergraduate and graduate creative writing courses. The increase in graduate offerings entailed by the new MFA will increase the proportion of their graduate teaching, necessitating the hiring of one additional Lecturer (1.0 FTE) to teach undergraduate writing courses. The new MFA degree requires faculty supplementation at the graduate level as well. The department plans to appoint a Visiting Professor for one semester each year (0.5 FTE), alternating distinguished poets with distinguished fiction writers. The Visiting Professor will teach a creative writing course and another graduate or undergraduate course, and will give public readings of his/her work. Thus the Visiting Professor will both strengthen the faculty resources for teaching within the MFA program and contribute substantially to the intellectual and artistic life of the university and community.

It is the department's intention to have 24 students in the MFA program at any one time--12 in fiction writing and 12 in poetry writing. The expected graduation rate is approximately six of these students per year.

Judging from enrollments in UM-St. Louis undergraduate and graduate creative writing courses and from the frequency of inquiries, demand for the MFA in creative writing is very high. Sometimes a student's desire to participate in an MFA program is motivated mainly by a desire for personal fulfillment. Sometimes students have aspirations to become published poets and fiction writers, aspirations that do come to fruition. Other students wish to secure teaching positions, or, if they are already employed as teachers of literature and composition, they seek credentials to teach creative writing as well. These goals usually combine with the goals of publishing poetry and fiction. And sometimes creative writers use their talents for commercial success in business or in public sector agencies.

The CBHE guidelines for program proposals call for a

statement of the performance goals of a new program. Such a statement is quite difficult in this area. Creative writing cannot be tested by ordinary means. There are not standard examinations or accreditation or licensing procedures. There is, however, an effective measure of a writer's accomplishments, and that is publication--in effect, an "external peer review" of the quality of one's work, and it can be used to measure the success of the graduates of an MFA program. It is expected that several of the graduates of this new MFA program will have success in publishing poetry or fiction. More precisely, if, within five years of graduation, 25 percent of the graduates have had work published in a respected literary or commercial magazine (such as those listed in the annual BEST AMERICAN SHORT STORIES, O. HENRY, or PUSHCART PRIZE collections), the program can be deemed highly successful with regard to this objective. This is an attainable figure, but it is also an ambitious one in the fiercely competitive world of literary publication, where acceptance rates are well below one percent of submissions.

The Department of English is confident of its predictions of student success in publication because several of its undergraduate students have done so well in this regard. In the past ten years the department has seen, from its former undergraduate majors and undergraduate writing certificate students, a novel from a major commercial press, several short stories and poems in magazines, and success in literary contests. These accomplishments are especially striking considering that the undergraduates, unlike MFA students, were not a select population chosen to enter a program on the basis of writing excellence.

For those graduates for whom teaching is of paramount importance, a desired success rate (attainment of a new position or enhancement of an existing position), is 75 percent of graduates. The department plans to monitor these outcomes by means of a survey of graduates, which will also explore their retrospective assessment of their experience in the MFA program. The survey will be administered one year after graduation and twice more at two-year intervals.

The only MFA program in Missouri is the long-established and distinguished program at Washington University. Virtually all those students come from outside the St. Louis region. The proposed UM-St. Louis MFA would attract mainly local students. It should be noted that the two institutions will continue their tradition of sharing readings by visiting creative writers. A letter from the Director of the Washington University Writing Program, indicating that he

views the two programs as nonduplicative and complementary, is contained in the full proposal.

At the present time, no publicly funded Master of Fine Arts degree in creative writing exists in the State of Missouri. Certainly the state that produced Mark Twain ought to have such a program. In recent years, the St. Louis region has enjoyed a flowering of activity in reading and lecture series, literary magazines, film series, drama, art, opera, and music. A new MFA in creative writing at UM-St. Louis will naturally stimulate, and be stimulated by, these exciting developments.

I

UNIVERSITY OF MISSOURI - ST. LOUIS
PROPOSED
CALENDAR 1995-96

1995

August 17, 18
August 24
September 2
September 5
November 22
November 27
December 11
December 12, 13
December 14
December 21

FIRST SEMESTER

Wednesday, Thursday, regular registration
Thursday, 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.
Monday, classes end at 11:00 p.m.
Tuesday, Wednesday, intensive study days*
Thursday, final examinations begin
Thursday, first semester closes, end of day

1996

January 14

Sunday, mid-year commencement

January 11
January 16
January 17
March 9
March 18
May 6
May 7, 8
May 9
May 16
May 19

SECOND SEMESTER

Thursday, regular registration
Monday, Dr. Martin Luther King holiday
Tuesday, classes begin 8:00 a.m.
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 20 Monday, regular registration
May 21 Tuesday, classes begin 8:00 a.m.
May 27 Monday, Memorial Day holiday
June 14 Friday, session closes, end of day

Eight Week Session

June 13 Thursday, regular registration
June 17 Monday, classes begin 8:00 a.m.
July 4 Thursday, Independence Day holiday
August 7, 8 Wednesday, Thursday, final examinations
August 8 Thursday, session closes, end of day
August 11 Sunday, Summer commencement

Classes for the eight-week session begin June 21 and end August 11.

II

UNIVERSITY OF MISSOURI - ST. LOUIS PROPOSED CALENDAR 1995-96

1995

August 17, 18	Wednesday, Thursday, regular registration
August 24	Thursday, classes begin 8:00 a.m.
September 2	Saturday, Labor Day holiday begins at 3:00 p.m.
September 5	Tuesday, classes resume 8:00 a.m.
November 22	Wednesday, Thanksgiving holiday begins 11:00 p.m.
November 27	Monday, classes resume 8:00 a.m.
December 11	Monday, classes end at 11:00 p.m.
December 12,	Tuesday, final examinations begin
December 20	Wednesday, first semester closes, end of day

FIRST SEMESTER

1996

January 14	Sunday, mid-year commencement
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SECOND SEMESTER

January 11	Thursday, regular registration
January 16	Monday, Dr. Martin Luther King holiday
January 17	Tuesday, classes begin 8:00 a.m.
March 9	Saturday, Spring recess begins 3:00 p.m.
March 18	Monday, classes resume 8:00 a.m.
May 6	Monday, classes end at 11:00 p.m.
May 7	Tuesday, final examinations begin
May 14	Tuesday, second semester closes, end of day
May 19	Sunday, annual commencement

SUMMER SESSION

May Intersession (4 weeks)

May 20	Monday, regular registration
May 21	Tuesday, classes begin 8:00 a.m.
May 27	Monday, Memorial Day holiday
June 14	Friday, session closes, end of day

Eight Week Session

June 13	Thursday, regular registration
June 17	Monday, classes begin 8:00 a.m.
July 4	Thursday, Independence Day holiday
August 7, 8	Wednesday, Thursday, final examinations
August 8	Thursday, session closes, end of day
August 11	Sunday, Summer commencement

Classes for the eight-week session begin June 21 and end August 11.

III

UNIVERSITY OF MISSOURI - ST. LOUIS PROPOSED CALENDAR 1995-96

1995

August 16, 17
August 21
September 2
September 5
November 22
November 27
December 6
December 7
December 11
December 18

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
Monday, first semester closes, end of day

1996

January 7

Sunday, mid-year commencement

January 4
January 8
January 15
March 2
March 11
April 29
April 30, May 1
May 2
May 9
May 12

SECOND SEMESTER

Thursday, regular registration
Monday, Dr. Martin Luther King holiday
Monday, classes begin 8:00 a.m.
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 13 Monday, regular registration
May 14 Tuesday, classes begin 8:00 a.m.
May 27 Monday, Memorial Day holiday
June 7 Friday, session closes, end of day

Eight Week Session

June 6 Thursday, regular registration
June 10 Monday, classes begin 8:00 a.m.
July 4 Tuesday, Independence Day holiday
July 31, August 1 Wednesday, Thursday, final examinations
August 1 Thursday, session closes, end of day
August 4 Sunday, Summer commencement

Classes for the eight-week session begin June 10 and end August 1.

IV

UNIVERSITY OF MISSOURI - ST. LOUIS
PROPOSED
CALENDAR 1995-96

1995

August 16, 17
August 21
September 2
September 5
November 22
November 27
December 6
December 7
December 14

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 final examinations begin
Thursday, first semester closes, end of day

1996

January 7

Sunday, mid-year commencement

January 4
January 8
January 15
March 2
March 11
April 29
April 30
May 7
May 12

SECOND SEMESTER

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

SUMMER SESSION

May Intersession (4 weeks)

May 13
May 14
May 27
June 7

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

Eight Week Session

June 6
June 10
July 4
July 31, August 1
August 1
August 4

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 10 and end August 1.