UNIVERSITY SENATE
UM-St. Louis
Agenda

The Senate will meet at 3:15 p.m. on Tuesday, April 27, 1999 in 126 J.C. Penney.

I.   Approval of Minutes from Previous Meeting

II.   Report from the Senate Chair -- Jeanne Morgan Zarucchi
          Resolution Honoring Kathy Osborn

III.   Report from the Chancellor -- Chancellor Touhill

IV.   Report from the Faculty Council Presiding Officer -- Dennis Judd
          Governance Conference Committee
          Chancellor's Financial Reserves
          Reallocations

V.   Report from the IFC Representative -- Silvia Madeo

VI.   Reports from Standing Committees:

          A. Committee on Committees -- Gail Ratcliff
               Recommendation to Restructure the Executive Committee (See Attached)

          B. University Libraries -- Harold Harris
               Recruitment of New Librarian
               Intellectual Property Rights Meeting on March 16

          C. Curriculum and Instruction -- David Ganz
               Course Proposals (Action Items-See Attached)
               "W" Grade Proposal (Action Item-See Attached)
               "Y" Grade Proposal (Action Item-See Attached)
               Last Day to Register for a Class Proposal (Action Item-See Attached)

          D. Computing -- Susan Sanchez
               Resolution-Laptop Computers (Action Item-See Attached)

          E. ATP -- Rocco Cottone

          F. Budget and Planning -- Chancellor Touhill
               Salary Raises

          G. Executive Committee -- Jeanne Morgan Zarucchi

H. Physical Facilities and General Services -- William Connett
Faculty Parking

I. Student Publications -- Van Reidhead
New Hire for Managing Editor of "The Current"

J. University Relations -- E. Terrence Jones
Review of Committee Activities

K. Video and Instructional Technology -- Albert Camigliano
Review of Committee Activities and Proposals

VII. Other Business

Attachments:
1) Recommendation to Restructure the Executive Committee
2) Course Proposals
3) "W" Grade-Proposal
4) "Y" Grade-Proposal
5) Last Day to Register for a Class-Proposal
6) Resolution-Laptop Computers

Recommendation from the Senate Committee on Committees

April 27, 1999

The Senate Committee on Committees met in December to discuss the inflated size of the Senate Executive Committee, which now consists of 25 members. The Committee on Committees unanimously recommended a reduction in the size of the Executive Committee. In assessing the need for chairs of standing committees to serve on the Executive Committee, we selected those committees which deal with **policy** issues. (Of course, chairs of other standing committees may be invited to attend Executive Committee meetings when policy matters related to their committees are discussed.)
 We recommend that the Executive Committee consist of the following:

Senate Chairperson
Senate Secretary
Faculty Council Presiding Officer
SGA President

Chairs of the following standing committees:-
Appointments, Tenure and Promotion
Budget and Planning
Bylaws and Rules
Computing
Curriculum and Instruction
International Relations
Physical Facilities
Recruitment, Admissions,...
Student Affairs
University Libraries
University Relations

REPORT FROM THE COMMITTEE ON CURRICULUM AND INSTRUCTION
April 27, 1999

I.   The Committee recommends Senate approval for the following proposals:

    A.   New Certificate Program

        1. Graduate Certificate in Electronic Commerce
        2. Graduate Certificate in Health Informatics and Managerial Decision-making
        3. Graduate Certificate in Museum Studies

    B.   New Degree Program

        1. Master of Health Sciences in Informatics and Managerial Decision-making

    C.   Change in Certificate Program

        1. Graduate Certificate in Information Resource Management
        2. Graduate Certificate in Information Systems Development

    D.   Change in Degree Requirements

        1. Bachelor of Fine Arts in Studio Art
        2. Bachelor of Science in Computer Science
        3. Bachelor of Science in Nursing
        4. B.S. in Criminology and Criminal Justice
        5. Pierre Laclede Honors College: Honors Program
        6. Revision to Master of Accounting

    E.   Change in Minor

        1. Black Studies Minor

II.   Housekeeping:

    A.   Change in Bulletin Copy

        1. General Information - Mathematics and Computer Science

    B.   Change in Degree Requirements

        1. Doctor of Philosophy in Nursing
        2. Master's Degree in Physics/Doctorate Degree in Physics

    C.   Change in Title of Degree/Minor/Certificate

        1. Master of Arts in History (Museum Studies)*

III.   The Committee wishes to inform the Senate of the following course actions that were effected by the Committee:

Curricular Designation/Number	Add/Drop/Change	Course Title	Credit Hours
Anthropology 19	Change in title, description	Introduction to Archaeology (formerly Archaeology)	3
Anthropology 20 (formerly 232)	Change in number, title, description	Introduction to Historical Archaeology (formerly Introduction to Historic Archaeology	3
Anthropology 33	Change in description	World Archaeology	3
Anthropology 109	Change in title, description	Archaeological Field School (formerly Field Study in Archaeology)	3-6
Anthropology 126	Change in title, description	Archaeology of Greater St. Louis (formerly Archaeology of Historic St. Louis)	3
Anthropology 131	Change in description	Archaeology of Missouri	3
Anthropology 132	Change in description	Archaeology of North America	3
Anthropology 134	Change in description	Archaeology of the Inca, Aztec, and Maya	3
Anthropology 135	Change in description	Old World Archaeology	3
Anthropology 136	Change in description	Archaeology of East Asia	3
Anthropology 137	Change in description	Archaeology of Africa	3
Anthropology 190	Add	Special Topics in Archaeology	3
Anthropology 230	Add	Method and Theory in Prehistoric Archaeology	3
Anthropology 231	Add	Method and Theory in Historical Archaeology	3
Anthropology 290	Add	Advanced Topics in Archaeology	3
Anthropology 309	Change in title, description	Archaeological Field School (formerly Field Study in Archaeology)	3-6
Anthropology 310	Change in hours, prerequisite, description	Laboratory Methods in Archaeology	4 (formerly 3)
Anthropology 439	Change in description	Practicum in Exhibit & Program Development	3
Biology 410	Change in prerequisite	Advanced Cell Physiology	3
CNS ED 110	Add	Making a Career Choice	1
CNS ED 410	Change in prerequisite	Personal and Professional Development in Counseling	3
Computer Science 101	Add	Introduction to Computers and the Internet	3
Computer Science 125	Change in title	Introduction to Computing (formerly Introduction to Computer Science)	3
Computer Science 225	Change in title	Programming and Data Structures (formerly Data Structures and Problem Solving)	3
Computer Science 240	Change in title, description	Computer Systems: Architecture and Organization (formerly Computer Hardware and Small Computer Systems I)	3
Computer Science 241	Change in title, description	Computer Systems: Programming (formerly Computer Hardware and Small Computer Systems II)	3
Computer Science 255	Add	Discrete Structures	3

Curricular Designation/Number	Add/Drop/Change	Course Title	Credit Hours
Computer Science 272	Drop	Programming Languages Laboratory	1-3
Computer Science 275	Change in title, prerequisite, description	Advanced Programming Techniques (formerly Advanced UNIX and C++)	3
Computer Science 278	Add	Design and Analysis of Algorithms	3
Computer Science 301	Add	Web Programming Techniques	3
Computer Science 302	Add	Java and Internet Programming	3
Computer Science 304	Add	Electronic Commerce Protocols	3
Computer Science 305	Add	User Interface Development	3
Computer Science 313	Drop	Analysis of Algorithms	3
Computer Science 314	Add	Theory of Computation	3
Computer Science 325	Add	Programming Languages	3
Computer Science 328	Change in title, prerequisite, description	Program Translation Techniques (formerly Programming Languages and Compiling Techniques)	3
Computer Science 330 (formerly 332)	Change in number, title, prerequisite, description	Introduction to Artificial Intelligence (formerly Artificial Intelligence)	3
Computer Science 334	Drop	Topics in Artificial Intelligence	3
Computer Science 341 (formerly 368)	Change in number, prerequisite, description	Computer Graphics	3
Computer Science 344	Add	Digital Image Processing	3
Computer Science 350	Add	Software Engineering	3
Computer Science 352	Add	Object-Oriented Analysis and Design	3
Computer Science 354	Add	Software System Architectures	3
Computer Science 356	Add	Software Development Processes	3
Computer Science 361	Add	Database Management Systems	3
Computer Science 362 (formerly 371)	Change in number, title, prerequisite, description	Information Retrieval (formerly Database Design and Implementation)	3
Computer Science 370	Drop	Software Design and Development	3
Computer Science 374	Add	Client-Server Architectures	3
Computer Science 376	Change in description	Operating Systems	3
Computer Science 378	Add	Systems Administration and Computer Security	3
Computer Science 388	Add	Individual Studies	1-3
Computer Science 389 (formerly 379)	Change in number, description	Topics in Computer Science	3
Economics 205	Add	History of American Economic Development	3
English 010	Change in description	Freshman Composition	3
History 205	Add	History of American Economic Development	3
Honors 20	Change in title, hours, description	Cities and Good Lives: Knowledge, Decisions, and Consequences (formerly Contemporary Issues and Events Symposium)	3 (formerly 2)
Honors 111 (formerly 101)	Change in number, title, description	Western Traditions: Humanities (formerly Western Traditions)	3
Honors 112 (formerly 101)	Change in number, title, description	Western Traditions: the Arts (formerly Western Traditions)	3
Honors 113 (formerly 101)	Change in number, title, description	Western Traditions: Social and Behavioral Sciences (formerly Western Traditions)	3

Curricular Designation/Number	Add/Drop/Change	Course Title	Credit Hours
Honors 114 (formerly 101)	Change in number, title, description	Western Traditions: Mathematics (formerly Western Traditions)	3
Honors 115 (formerly 101)	Change in number, title, description	Western Traditions: the Sciences (formerly Western Traditions)	3
Honors 121 (formerly 102)	Change in number, title, description	American Traditions: Humanities (formerly American Traditions)	3
Honors 122 (formerly 102)	Change in number, title, description	America Traditions: the Arts (formerly American Traditions)	3
Honors 123 (formerly 102)	Change in number, title, description	American Traditions: Social and Behavioral Sciences (formerly American Traditions)	3
Honors 124 (formerly 102)	Change in number, title, description	American Traditions: Mathematics (formerly American Traditions)	3
Honors 125 (formerly 102)	Change in number, title, description	American Traditions: the Sciences (formerly American Traditions)	3
Honors 131 (formerly 103)	Change in number, title, description	Non-Western Traditions: Humanities (formerly Non-Western Traditions)	3
Honors 132 (formerly 103)	Change in number, title, description	Non-Western Traditions: the Arts (formerly Non-Western Traditions)	3
Honors 133 (formerly 103)	Change in number, title, description	Non-Western Traditions: Social and Behavioral Sciences (formerly Non-Western Traditions)	3
Honors 134 (formerly 103)	Change in number, title, description	Non-Western Traditions: Mathematics (formerly Non-Western Traditions)	3
Honors 135 (formerly 103)	Change in number, title, description	Non-Western Traditions: The Sciences (formerly Non-Western Traditions)	3
Honors 201	Change in description	Inquiries in the Humanities	3
Honors 202	Change in description	Inquiries in the Fine and Performing Arts	3
Honors 203	Change in description	Inquiries in the Social and Behavioral Sciences	3
Honors 204 (formerly 205)	Change in number, title, description	Inquiries in Mathematics and Computing (formerly Inquiries in Mathematics and the Natural Sciences)	3
Honors 205	Change in title, description	Inquiries in the Natural Sciences (formerly Inquiries in Mathematics and the Natural Sciences)	3
Honors 206 (formerly 204)	Change in number, title, description	Inquiries in Business (formerly Inquiries in Business and Economics)	3
Honors 207	Add	Inquiries in Education	3
Honors 208	Add	Inquiries in Nursing	3
Honors 210	Add	Honors Advanced Composition: Writing the City	3
Honors 301 (formerly 300)	Change in number, title, description	Advanced Honors Seminar in the Humanities (formerly Advanced Honors Seminar)	3
Honors 302 (formerly 300)	Change in number, title, description	Advanced Honors Seminar in the Fine and Performing Arts (formerly Advanced Honors Seminar)	3

Curricular Designation/Number	Add/Drop/Change	Course Title	Credit Hours
Honors 303 (formerly 300)	Change in number, title, description	Advanced Honors Seminar in the Social and Behavioral Sciences (formerly Advanced Honors Seminar)	3
Honors 304 (formerly 300)	Change in number, title, description	Advanced Honors Seminar in Mathematics and Computing (formerly Advanced Honors Seminar)	3
Honors 305 (formerly 300)	Change in number, title, description	Advanced Honors Seminar in the Sciences (formerly Advanced Honors Seminar)	3
Honors 306 (formerly 300)	Change in number, title, description	Advanced Honors Seminar in Business (formerly Advanced Honors Seminar)	3
Honors 307 (formerly 300)	Change in number, title, description	Advanced Honors Seminar in Education (formerly Advanced Honors Seminar)	3
Honors 308 (formerly 300)	Change in number, title, description	Advanced Honors Seminar in Nursing (formerly Advanced Honors Seminar)	3
Honors 310	Add	Independent Portfolio Writing	1
Honors 351 (formerly 300)	Change in number, title description	Research Seminar in the Humanities (formerly Honors Advanced Seminar)	3
Honors 352 (formerly 300)	Change in number, title, description	Research Seminar in the Fine and Performing Arts (formerly Honors Advanced Seminar)	3
Honors 353 (formerly 300)	Change in number, title, description	Research Seminar in the Social and Behavioral Sciences (formerly Honors Advanced Seminar)	3
Honors 354 (formerly 300)	Change in number, title, description	Research Seminar in Mathematics and Computing (formerly Honors Advanced Seminar)	3
Honors 355 (formerly 300)	Change in number, title, description	Research Seminar in the Sciences (formerly Honors Advanced Seminar)	3
Honors 356 (formerly 300)	Change in number, title, description	Research Seminar in Business (formerly Honors Advanced Seminar)	3
Honors 357 (formerly 300)	Change in number, title, description	Research Seminar in Education (formerly Honors Advanced Seminar)	3
Honors 358 (formerly 300)	Change in number, title, description	Research Seminar in Nursing (formerly Honors Advanced Seminar)	3
Honors 390	Add	Independent Study in Honors	1-6
Honors 391	Add	Honors Independent Research in Humanities	3
Honors 392	Add	Honors Independent Research in the Fine and Performing Arts	3
Honors 393	Add	Honors Independent Research in the Social and Behavioral Sciences	3
Honors 394	Add	Honors Independent Research in Mathematics and Computing	3
Honors 395	Add	Honors Independent Research in the Sciences	3
Honors 396	Add	Honors Independent Research in Business	3
Honors 397	Add	Honors Independent Research in Education	3

Curricular Designation/Number	Add/Drop/Change	Course Title	Credit Hours
Honors 398	Add	Honors Independent Research in Nursing	3
Honors 399	Add	Honors Independent Research in Engineering	3
Mathematics 255 (formerly 250)	Change in number, title, prerequisite, description	Discrete Structures (formerly Introduction to Modern Mathematics)	3
Mathematics 310	Change in prerequisite	Advanced Calculus I	3
Mathematics 316	Change in prerequisite	Functions of a Complex Variable	3
Mathematics 335	Change in prerequisite	Theory of Numbers	3
Mathematics 340	Change in prerequisite	Introduction to Abstract Algebra I	3
Mathematics 345	Change in prerequisite	Linear Algebra	3
Mathematics 350	Change in prerequisite	Special Readings	1-10
Mathematics 355	Change in title, prerequisite, description	Combinatorics (formerly Discrete Mathematics)	3
Mathematics 358	Change in prerequisite	Mathematical Logic	3
Mathematics 362	Change in prerequisite	Projective Geometry	3
Mathematics 364	Change in prerequisite	Introduction to Differential Geometry	3
Mathematics 366	Change in prerequisite	Foundations of Geometry	3
Mathematics 367	Change in prerequisite	Introduction to Non-Euclidean Geometry	3
Mathematics 380	Change in prerequisite	Introduction to Topology	3
Mathematics 435	Add	Operations Research - Deterministic Models	3
Mathematics 436	Add	Operations Research - Stochastic Models	3
MS/IS 428	Add	Operations Research -- Deterministic Models	3
MS/IS 429	Add	Operations Research -- Stochastic Models	3
Nursing 101	Add	Nursing and Health	6
Nursing 200	Change in hours, description	Dimensions of Professional Nursing	3 (formerly 6)
Nursing 214	Change in hours	Psychiatric Mental Health Nursing	4 (formerly 5)
Nursing 217	Change in hours, prerequisite	Information Systems Utilized in Health Care	3 (formerly 4)
Nursing 220	Change in hours, prerequisite	Health Assessment	3 (formerly 4)
Nursing 232	Drop	Human Caring in Illness: Threats to Functional, Integrative and Growth-Seeking Needs	8
Nursing 301 (formerly 236)	Change to number, hours	Family and Community Nursing	5 (formerly 6)
Nursing 304	Change to prerequisite	Ethical and Legal Dimensions of Nursing Practice	3
Nursing 308	Change to prerequisite	Management and Leadership in Nursing	3

Curricular Designation/Number	Add/Drop/Change	Course Title	Credit Hours
Nursing 311 (formerly 340)	Change in number, hours, prerequisite	Synthesis in Nursing Practice	5 (formerly 6)
Nursing 332	Drop	Dimensions of Health Care: Implications for Professional Nursing Practice	3
Nursing 350	Drop	Contemporary Nursing Issues	2
Nursing 376	Drop	Child Assessment: Denver II	2
Nursing 385	Drop	Family Health Behavior	3
Nursing 421	Drop	Child Growth and Development	3
Nursing 404N	Add	Advanced Health Assessment of the Neonate	3
Nursing 407N	Add	Pharmacology for the Neonate	3
Nursing 448N	Add	Physiology/Pathophysiology of the Neonate	3
Nursing 461N	Add	Neonatal Nursing I	3
Nursing 462N	Add	Neonatal Nursing II	3
Political Science 259	Add	Politics, Leadership & the Global Gender Gap	3
Social Work 410	Change in prerequisite	Social Policy and Social Services	3
Social Work 418	Change in prerequisite	Foundations of Human Behavior in the Social Environment	3
Social Work 430	Change in prerequisite	Generalist Social Work Practice	3
Social Work 431	Change in prerequisite	Social Work and Human Service Organization	3
Social Work 432	Change in prerequisite	Community Practice and Social Change	3
Social Work 440	Change in prerequisite	Social Work Research Methods and Analysis I	3
Studio Art 396a	Change in prerequisite, description	Senior Studio Seminar	3
Studio Art 396b	Add	Senior Studio Seminar	3

SENATE PROPOSAL FORM for (check one):
( ) NEW DEGREE PROGRAM
( ) NEW MINOR
(X) NEW CERTIFICATE PROGRAM

FROM: MSIS _____
  Department 1 of 1

  School of Business Administration
  School or College

Signed: _Janice Caldwell_   1/29/99
  Department Chair   Date

Signed: _____   3/1/99
  Dean   Date

Graduate Certificate in Electronic Commerce

Are other departments likely to be affected by this proposal? ( ) no (X) yes--Mathematics and Computer Science

Ray Balbes
Ray Balbes

Rationale for proposed new degree/minor/certificate:
Electronic commerce has emerged as a significant component of Management Information Systems. This certificate will allow students to emphasize this important sub-discipline independent of other aspects of MIS.

Program description for <u>bulletin</u>:
New communication technologies are changing the way organizations work with one another, the way consumers purchase products, and even the type of organizations that exist. In fact, technology may be changing the fundamental processes and structures of business. This certificate will introduce students to the interaction of existing processes and structures, and the introduction of new technologies to develop models of business activity in technology intensive environments.

Students must complete 18 hours as specified below.
MSIS 480: *Management Information Systems*
MSIS 423a: *Applications of Programming for Business Solutions*
MSIS 423d: *Internet Programming for Business*
MSIS 491: *Electronic Commerce*
MSIS 496: *Telecommunications: Design and Management*
MSIS 426: *Management of Client/Server Computing*

Students will have the opportunity to take additional electives should they desire to do so.

All course prerequisites and all course waivers are applicable. Substitute courses must be approved by the Area Coordinator of the Management Science and Information Systems Area, and the Director of Graduate Studies in Business. In add cases, 18 hours are needed to complete the Graduate Certificate in Electronic Commerce. Students should complete the certificate within 3 years from the time they first enroll in the program.

( ) NEW DEGREE PROGRAM
( ) NEW MINOR
(X) NEW CERTIFICATE PROGRAM

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FROM: Health Informatics and Managerial Decision-making   Signed: _____ 3/5/99
        Department   Department Chair   Date

        Graduate School   Signed: _____ 5/11/99
        School or College   Dean   Date

Academic Affairs   LMMW 3/5/99
Graduate School
  (if applicable)   9/11/99
Senate C&I   /
Reported to Senate /
Academic Affairs   /

Graduate Certificate in Health Informatics and Managerial Decision-making

Are other departments likely to be affected by this proposal? ( ) no (X) yes

Mgmt Science/Info Systems _____   Economics _____   Nursing _____
                          James Campbell   William Mitchell   Jerry Durham

Public Policy Administration _____   Gerontology _____
                          Andrew Glassberg   Robert Calsyn

Rationale for proposed new degree/minor/certificate:
This certificate program parallels the first 18 credits of the new Master of Health Sciences in Informatics and Managerial Decision-making. The MHS Advisory Board member --- consisting of leaders from the local healthcare industry — has indicated a strong interest in a graduate certificate program for their employees. The IMD certificate meet this need.

Program description for underline:bulletin:

Graduate Certificate in Health Informatics and Managerial Decision-making

The Graduate Certificate in Health Informatics and Managerial Decision-making prepares health professionals to bridge the traditional divide between clinical services and businesses. The degree is offered through the Health Informatics and Managerial Decision-making (HIMD) program -- a unit of the Graduate School. The coursework is comprised of one-credit modules that provide extensive exposure to health informatics and emerging technologies while simultaneously fostering a systems view of the internal and external forces that affect organizations in the healthcare market. The program is structured to meet the needs of working health professionals, and characterized by a high degree of integration among the courses, allowing completion of the certificate within three 5-credit terms during one calendar year.

Admission Requirements
Applicants must complete an application form and also submit:
1. An undergraduate degree with a minimum grade point average of 3.0 or (B).
2. A statement of purpose demonstrating a commitment to pursue a degree in health informatics.
3. A resume, preferably showing two years of professional work experience in a health-related field.
4. Three letters of recommendation from persons qualified to judge the candidate's potential for success in the program

Applicants are required to take either the Graduate Record Exam (GRE) General Test, or the Graduate Management Admissions Test (GMAT), and fulfill the general requirements for admission to the Graduate School as explained in the Graduate Studies section of this bulletin. These exams measure verbal, quantitative and analytical skills that are developed over a long period of time and are associated with success in graduate studies.

Admission decisions are based on the applicant's portfolio. The HIMD program director may request a personal or phone interview once the applicant's file is complete. Applicants who do not meet all the requirements listed above may be provisionally admitted to the program at the program director's discretion.

In order to successfully complete the certificate program, the student must have earned a 3.0 cumulative grade point average in certificate classes.

Mathematics Background Requirement
If college algebra or its equivalent was not taken as part of the applicant's undergraduate program, they are required to successfully complete Math 30 or its equivalent prior to their entrance into the MHS-IMD program. This course does not count toward the certificate program.

Degree Requirements
Students are required to complete the following 18 credit hours.

Distribution Requirements
A. **Overview: 7 credits**
   HIMD 400, Emerging Trends in Healthcare Markets
   HIMD 402, Insurance and Managed Care
   HIMD 404, The Internet and Electronic Commerce for Healthcare Professionals
   HIMD 406, Informatics in the Health Professions
   HIMD 408, Patient Rights and Provider Responsibilities
   HIMD 412, Organizational Structures and Administration in the Healthcare Industry

B. **Tools and Techniques used in Decision-making: 3 credits**
   HIMD 420, Quality and Productivity Improvement Tools
   HIMD 422, Decision Analysis
   HIMD 424, Modeling and Understanding Statistical Relationships

C. **Understanding Decision-making: 4 credits**
   HIMD 440, Total Quality Management in Healthcare Organizations
   HIMD 450, Consumer Behavior in Healthcare Markets
   HIMD 452, Health Provider Decision-making
   HIMD 454, The Role of the Government in the Healthcare Sector

D. **Informatics: 3 credits**
   HIMD 460, Information Technology Concepts and Elements
   HIMD 462, Health Information Resource Management
   HIMD 468, Health Data Warehousing and Security

E. **Application: 1 credit**
   HIMD 480, Practitioner's Forum , 1 credit

2

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

Page ___1___ of ___3___

Martin Sage/GC 3-8-99

History
Department

Signed: _____ 7-15-99
Department Chair   **Date**

Graduate School
School or College

Signed: _____ 8/11/99
Dean   **Date**

___Graduate Certificate in Museum Studies___
Title of Degree/Minor/Certificate Program

Are other departments likely to be affected by this proposal? ☐ No ☒ Yes   List departments and secure sign-offs.

Anthropology ✓ *3/8/99*
Art and Art History *wJRII*

Rationale for proposed new degree/minor/certificate:

See attached

Program description for Bulletin: A very limited number of non-degree candidates will be admitted for pursuit of the Graduate Certificate in Museum Studies only. Students pursuing this option will receive the certificate upon completion of the 19 hours of Museum Studies curriculum listed above. The number of slots available in a given year will vary depending upon enrollment in the M.A. option, and in some years no certificate-only slots will be available. Preference for the certificate option will be given to applicants who are currently working in a museum and who hold an advanced degree in their subject area specialization. Please contact the History Department for information on application requirements and procedures.

Rationale for addition of "Graduate Certificate in Museum Studies" option

As stated above, the present requirements for the M.A. in the Historical Agencies emphasis area include 20 hours of core history courses and 19 hours of museology courses. We propose to establish a "Graduate Certificate in Museum Studies" option. The certificate will be awarded upon completion of the 19 hours of museology courses that are currently required in the M.A. emphasis area.

Addition of the certificate program will accomplish two significant goals:

1) To help maintain full enrollment in the existing museum studies courses by recruiting non-degree students for the Certificate in Museum Studies only. As with all History Department graduate seminars, the museum studies courses are limited to a maximum of 12 students. Thus, we have set a limit of 12 students to be admitted to the program each year. In the present first cohort, we have 9 degree candidates, leaving 3 unfilled slots. In future cohorts it will obviously be most desirable to fill the program with 12 M.A. candidates. However, at this point we do not have sufficient experience with the program to know how likely this will be. We do know, though, that there is a substantial market of people currently working in St. Louis-area museums who desire to upgrade their professional credentials with a Certificate in Museum Studies, but who do not wish to enroll for the M.A. in History. In some cases these are people who already possess an

M.A. in History (or in another field), and in other cases these are people working in art, science or other types of museums for which the history degree would not be appropriate. The certificate program will allow us to offer any of the twelve slots not filled by M.A. candidates in a given cohort to students seeking only the certificate, thus helping to maintain full-capacity enrollment in these courses. While thus generating additional revenues for the university, this option will also constitute an important service to St. Louis area museums that are seeking ways to improve the professional qualifications of their staffs.

2) To make our program more competitive in national recruiting for highly qualified students by offering the Graduate Credential in Museum Studies as an aspect of the M.A. program. This will bring our program into line with common practices in the museum studies field. Currently 32 programs nationally offer master's degrees in "Museum Studies," "Museum Science" or similar titles. The UMSL program belongs to a second category, schools offering work in museum studies in conjunction with an advanced degree in a subject matter specialization, such as history, art history or anthropology. In this category, 23 universities offer the Certificate in Museum Studies. For instance, at such schools as Boston University, Tufts, the University of Delaware, Florida State and others, students receive the M.A. in their subject matter specialization, with a Certificate in Museum Studies. The proposed change will ensure that we do not lose out in recruiting highly-qualified M.A. students simply because of an ambiguity in the credential offered.

Course requirements for the certificate program

Students will be required to complete six courses over a period of four semesters, totaling 19 credit hours:

History 435: Foundations of Museology I (3 hours) History 436: Foundations of Museology II (3 hours) History 437: Effective Action in Museums (3 hours) Art & Art History 492: History of the Visual Arts in American Museums (3 hours) Anthropology 439: Practicum in Exhibit and Program Development (3 hours) History 438: Museum Studies Master's Project (4 hours)

(X) NEW DEGREE PROGRAM
( ) NEW MINOR
( ) NEW CERTIFICATE PROGRAM

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ROUTING: initials/date

FROM: Health Informatics and Managerial Decision-making   Signed: _____ 3/5/99
          Department   Department Chair   Date

Academic Affairs LWWK / 3/5/99
Graduate School
    (if applicable) _____

Graduate School _____   Signed: _____ 5/10/99
School or College   Dean   Date

Senate C&I   ___ / ___
Reported to Senate ___ / ___
Academic Affairs   ___ / ___

Master of Health Sciences in Informatics and Managerial Decision-making

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Are other departments likely to be affected by this proposal? ( ) no (X) yes

Mgmt Science/Info Systems _____   Economics _____   Nursing _____
                James Campbell   William Mitchell   Jerry Durham

Public Policy Administration _____   Gerontology _____
                Andrew Glassberg   Robert Calsyn

Rationale for proposed new degree/minor/certificate:
As health systems invest heavily in information technologies to restructure services to community-based sites, skills in health information and managerial decision-making are increasingly viewed as core competencies in all health professions. This program will fill an unmet need in the St. Louis region by providing a program with a solid foundation in health informatics and emerging technologies with an understanding of the internal and external forces that affect healthcare organizations. It is part of the UM System wide mission enhancement offering degrees in health sciences and allied health fields.

Program description for bulletin:
Master of Health Sciences in Informatics and Managerial Decision-making
The MHS in Informatics and Managerial Decision-making is an integrated, multidisciplinary degree designed to enable health professionals to bridge the traditional divide between clinical services and businesses. The degree is offered through the Health Informatics and Managerial Decision-making (HIMD) program -- a unit of the Graduate School. The program's core is comprised of one-credit modules that provide extensive exposure to health informatics and emerging technologies while simultaneously fostering a systems view of the internal and external forces that affect organizations in the healthcare market. Electives drawn from information systems, health economics, health policy gerontology, nursing, and business allow students to tailor the program to meet their individual career needs. The program is structured to meet the needs of working health professionals, and characterized by a high degree of integration among the courses.

Admission Requirements
Applicants must complete an application form and also submit:
1. An undergraduate degree with a minimum grade point average of 3.0 or (B).
2. A statement of purpose demonstrating a commitment to pursue a degree in health informatics.

3. A resume, preferably showing two years of professional work experience in a health-related field.
4. Three letters of recommendation from persons qualified to judge the candidate's potential for success in the program

Applicants are required to take either the Graduate Record Exam (GRE) General Test, or the Graduate Management Admissions Test (GMAT), and fulfill the general requirements for admission to the Graduate School as explained in the Graduate Studies section of this bulletin. These exams measure verbal, quantitative and analytical skills that are developed over a long period of time and are associated with success in graduate studies.

Admission decisions are based on the applicant's portfolio. The HIMD program director may request a personal or phone interview once the applicant's file is complete. Applicants who do not meet all the requirements listed above may be provisionally admitted to the program at the program director's discretion.

Mathematics Background Requirement
If college algebra or its equivalent was not taken as part of the applicant's undergraduate program, they are required to successfully complete Math 30 or its equivalent prior to their entrance into the MHS-IMD program. This course may not be used as a program elective.

Degree Requirements
Students are required to complete 36 credit hours. Of these, 21 are in the core curriculum, 6 are from related fields as electives, and 9 involve contact with the local healthcare community via case studies and a capstone project course.

Distribution Requirements
A. **Overview: 7 credits**
   HIMD 400, Emerging Trends in Healthcare Markets
   HIMD 402, Insurance and Managed Care
   HIMD 404, The Internet and Electronic Commerce for Healthcare Professionals
   HIMD 406, Informatics in the Health Professions
   HIMD 408, Patient Rights and Provider Responsibilities
   HIMD 410, Effective Communication for Healthcare Professionals
   HIMD 412, Organizational Structures and Administration in the Healthcare Industry

B. **Tools and Techniques used in Decision-making: 4 credits**
   HIMD 420, Quality and Productivity Improvement Tools
   HIMD 422, Decision Analysis
   HIMD 424, Modeling and Understanding Statistical Relationships
   HIMD 426, Outcomes Research Methods

C. **Understanding Decision-making: 5 credits**
   HIMD 440, Total Quality Management in Healthcare Organizations
   HIMD 450, Consumer Behavior in Healthcare Markets
   HIMD 452, Health Provider Decision-making
   HIMD 454, The Role of the Government in the Healthcare Sector
   HIMD 465, Outcomes Research Applications in the Healthcare Sector

D. Informatics: 5 credits
   HIMD 460, Information Technology Concepts and Elements
   HIMD 462, Health Information Resource Management
   HIMD 464, Decision Support for Healthcare Management
   HIMD 466, Health Information Systems Evaluation
   HIMD 468, Health Data Warehousing and Security

E. Electives: 6 credits
   Students may select courses from the list below, or another course approved by the HIMD program director.
   ECON 471, The Political Economy of Health Care
   ECON 472, Health Economics
   MSIS 430, Quality Management
   MSIS 485, Management Information Systems: Theory and Practice
   MSIS 488, Information Systems Analysis
   N 405, Policy, Organization and Financing in Health Care
   N 406, Values in Health Care Decision Making
   N 408, Health and Society
   N 458, Resource Utilization
   PHIL 456, Medical Ethics for Health Care Providers
   PPA/PS/GER 443, Health Care Policy
   PPA 446, Selected Topics in Health Policy: Comparative Health Policy

F. Application: 9 credits
   HIMD 480, Practitioner's Forum , 3 credits
   HIMD 490, Practicum in Health Informatics and Managerial Decision-making, 6 credits

COURSE DESCRIPTIONS

HIMD 400: Emerging Trends in Healthcare Markets
Credit hours: 1.0
We describe emerging trends in the healthcare marketplace. These include market dynamics of the healthcare industry, the use of quality and accessibility to enhance market share, changes in cost accounting systems and healthcare marketing tactics, telemedicine, and more. Emphasis will be placed on recent changes in the local and national markets, and projections for the future.

HIMD 402: Insurance and Managed Care
Credit hours: 1.0
We explore the dynamic change in the managed care industry. The structure of managed care plans is described and analyzed, focusing on the ways that managed care plans have changed the incentives for health providers and patients to alter their behavior, thus leading to changes in medical care delivery. Evidence of the impacts of managed care are studied on important trends such as health care spending, the utilization of medical care, and the quality of medical care. Proposed reforms of the managed care industry will be studied and analyzed.

3

HIMD 404: The Internet and Electronic Commerce for Healthcare Professionals
Credit hours: 1.0
We show how to identify and analyze healthcare organizational needs that may be satisfied using electronic commerce technologies. The course focuses on the technical and economic evaluation, analysis, and design of internet web pages for electronic commerce using a standard programming language such as, for example, Java Script. Health industry applications of internet electronic commerce, electronic data interchange, and telemedicine will be discussed.

HIMD 406: Informatics in the Health Professions, 1 credit
Credit hours: 1.0
We provide an overview of Health Informatics as a discipline, describing the history of its development, current research and application domains, job opportunities, informatics resources and ethical responsibilities. We will examine the roles of managers, coordinators, consultants, and users of informatics in the health sciences.

HIMD 408: Patient Rights and Provider Responsibilities, 1 credit
Credit hours: 1.0
We examine issues involving relations between patients and healthcare providers. Topics include informed consent to medical treatment, access to experimental protocols, issues of randomized versus non-randomized studies, medical records availability, managed care restrictions on patient/provider communications, insurer liability for denial of care, and patient confidentiality.

HIMD 410: Effective Communication for Healthcare Professionals, 1 credit
Credit hours: 1.0
We analyze business writing and speaking, and the communication conventions common in organizations. We place emphasis on developing skills critical to career advancement and necessary for effective organizational functioning.

HIMD 412: Organizational Structures and Administration in the Healthcare Industry, 1 credit
Credit hours: 1.0
We describe various organizational structures present in today's healthcare industry. Utilizing a systems perspective, we consider several areas from the standpoint of both individual and organizational performance, including communication, motivation, conflict resolution, and leadership.

HIMD 420: Quality and Productivity Improvement Tools, 1 credit
Credit hours: 1.0
We will explore the foundations of quality, including Deming's 14 points for effective management, process capability and improvement studies, control charts, brainstorming and root cause analysis, continual improvement cycles and graphical presentation of results. Readings also provide insights into the application of quality principles and processes to personal and professional development.

HIMD 422: Decision Analysis, 1 credit
Credit hours: 1.0
We examine estimation, hypothesis testing, and prediction for biological and health science data. Uncertainty and risk in decision-making, tools for static and sequential decisions. Excellence in graphical presentation and the effective presentation of statistical results to a variety of audiences are stressed.

HIMD 424: Modeling and Understanding Statistical Relationships, 1 credit
Credit hours: 1.0
We focus on correlation and regression models in analyzing healthcare data. Interactive model-building skills are developed with the use of statistical software. An overview of statistical software systems is presented, ranging from spreadsheet tools appropriate for analyzing small or moderate datasets when limited resources are available, to statistical packages appropriate for manipulating massive data sets.

HIMD 426: Outcomes Research Methods, 1 credit
Credit hours: 1.0
We explore the theory and methods of outcomes research. We cover various topics important to understanding the outcomes research approach, including: the measurement of costs, the difference between accounting costs and real resource costs, the measurement of quantity and quality, and the methods for distinguishing between inputs and outputs. In addition, we compare and contrast various approaches to outcomes research, including: cost-benefit analysis, cost minimization analysis, cost-effectiveness analysis, and cost analysis. We will explore these methods for relatively simple therapeutic interventions, screening and secondary prevention activities, and in assessment of diagnostic tests.

HIMD 440: Total Quality Management in Healthcare Organizations
Credit hours: 1.0
We examine Total Quality Management: an integrated, structured approach that aims at delighting customers by delivering exceptional products or services. Key elements include customer involvement, leadership and team dynamics, and building achievements into a lasting culture of ongoing improvement within the organization. We examine success stories from private practitioners, hospitals, managed care organizations, and consumer/buyer alliances that have resulted in significant and long-lasting improvements in both improved clinical outcomes and reduced costs.

HIMD 450: Consumer Behavior in Healthcare Markets
Credit hours: 1.0
We build the tools necessary to understand how consumers behave in healthcare markets. Applying standard microeconomic techniques, we will analyze the incentives facing patients and explore the ways in which their behavior when purchasing healthcare might differ from their behavior in other consumer decisions. Several topics are explored, but the most important is the role of health insurance and how it influences consumer behavior, and the important role of information (or the lack thereof) in consumer decisions.

HIMD 452: Health Provider Decision-making
Credit hours: 1.0
We apply standard microeconomic techniques to analyze the incentives facing decision makers in the healthcare system and the ways in which they are altered by government policy. We specifically focus on the market for insurance, and the specific markets for health services (e.g., physicians, hospitals, pharmaceuticals). We explore how the institutional setting for these markets has been changing in recent years, the role of consolidations and mergers, and the impact of government regulations on supplier decisions. The role of information and technological change in health markets are also examined.

HIMD 454: The Role of Government in the Healthcare Sector
Credit hours: 1.0
We explore the rationale for government intervention in the health market, from an economics perspective. We also investigate the impact of government policy on health care provision and financing, focusing especially on the effect of entitlement programs (e.g., Medicare and Medicaid), tax policy, and government regulation. We use these tools to review and analyze various current proposals for health care reform, addressing such potential topics as Medicare and Medicaid reform, insurance reform, Medical Savings Accounts (MSAs), and reform of managed care.

HIMD 456: Outcomes Research Applications in the Healthcare Sector
Credit hours: 1.0
We explore empirical applications of outcomes research to medical decision-making, familiarizing students with the basic ideas and tools of cost-effectiveness analysis in healthcare as it may be applied to medical interventions. We focus on the authoritative sources of outcomes data that administrative leaders can rely on for effective decision making. Topics covered may include provider ranking procedures, evaluation of provider treatment patterns, use of mortality and morbidity data in outcomes research, and the use of outcomes research in utilization management. A major goal of the course is to encourage thinking about how to incorporate the methods, ideas and results from cost-effectiveness analysis into the management of contemporary health organizations. This is largely unexplored territory.

HIMD 460: Information Technology Concepts and Elements

Credit hours: 1.0

We provide a broad view of aspects in health informatics, including its methodologies and applications. The concepts and elements we cover include: data models, data bases, data as a resource, process models, and information systems.

HIMD 462: Health Information Resource Management

Credit hours: 1.0

We focus on the techniques, methods, and philosophies associated with the introduction and maintenance of new information systems in healthcare organizations. We concentrate on the management of information resources such as database design, system make versus buy decisions, information systems right-sourcing, and information systems implementation, operation, and management.

HIMD 464: Decision Support for Healthcare Management

Credit hours: 1.0

We study successful applications of intelligent decision support systems (including executive information systems and organizational and medical support systems) and data mining in the healthcare environment. Issues pertaining to the maintenance of data, construction of decision models, and provision of supporting technologies are explored.

HIMD 466: Health Information Systems Evaluation

Credit hours: 1.0

We develop skills needed to effectively identify and integrate technology, human components, and strategic needs of healthcare information systems. Of particular emphasis are the tools and methods for user information needs assessment, user information requirements, information use assessment, systems prototyping and evaluation.

HIMD 468: Health Data Warehousing and Security

Credit hours: 1.0

We describe the benefits and difficulties inherent in designing data warehouses to collect, integrate, and store legacy information from several databases. Procedural issues related to data access and security are discussed, in light of emerging technologies such as smart cards, wireless intranet and internet communications, electronic data exchange among patients, healthcare providers, suppliers, insurers, and other entities.

HIMD 480: Practitioner's Forum

Credit hours: 1.0

Students will work in teams to analyze and present solutions to case studies which address problems or opportunities currently faced by healthcare organizations. Potential topics include work flow analysis, human resource management, healthcare accounting and finance, entrepreneurship, health services marketing, health law compliance and regulation. Guest speakers or panelists may participate, highlighting issues of concern to their organizations and discussing trends in the industry. This course can be repeated for credit.

HIMD 490: Practicum in Healthcare Informatics and Managerial Decision-making

Credit hours: 6.0

This capstone course is a concentrated, experiential opportunity to function as part of a supervised team on informatics and decision-making projects within a regional healthcare organization. Special emphasis is given to the synthesis of previous coursework, resulting in a cross-functional approach to problem-solving within the organization.

SENATE PROPOSAL FORM (check one)

( ) CHANGE IN DEGREE REQUIREMENTS
( ) CHANGE IN MINOR
(x) CHANGE IN CERTIFICATE PROGRAM
( ) CHANGE IN EMPHASIS AREA

FROM **MSIS**
Department

Page 1 of 2

School of Business Administration
School or College

Signed: _____ 3/1/99
Department Chair   Date

Signed: _____ 3/1/99
Dean   Date

Title: Graduate Certificate in Information Resource Management

Are other departments likely to be affected by this change? ( ) no (x) yes-Mathematics and Computer Science

_____
Ray Balbes

Page number(s) ___315___ and year ___1998-99___ of most recent Bulletin listing.

CURRENT BULLETIN LISTING:

The management of information as a resource will be the key to success in the next century. To manage this resource, efficient and effective methods for collection, maintenance and use of data must be established. This certificate exposes students to the managerial and technological concerns in the planning of effective transaction processing and/or decision support systems. Students must complete 18 hours as specified below. In addition, if they have not had the equivalent of MSIS 480, they must complete that course.

Programming Requirement: Students must complete one of the courses listed below.
MSIS 423: Managerial Applications of Object-Oriented Technologies
MSIS 484: *Business Programming and File Systems*
MSIS 498: *Fourth Generation Languages and End-User Programming*

PROPOSED BULLETIN LISTING:

The management of information as a resource will be the key to success in the 21st century. To manage this resource, efficient and effective methods for collection, maintenance and use of data must be established. This certificate exposes students to the managerial and technological concerns in the planning of more effective transaction processing and/or decision support systems. Students must complete 18 hours as specified below. In addition, if they have not had the equivalent of MSIS 480, they must complete that course.

Programming Requirement: Students must complete one of the courses listed below.

MSIS 423a: *Applications of Programming for Business Solutions*
MSIS 423b: *Managerial Applications of Object-Oriented Technologies*
MSIS 423c: *Business Programming and File Systems*
MSIS 423d: *Internet Programming for Business*

RATIONALE:

Changes reflect renumbering changes recently made by the MIS Area as well as changes in the field.

Core Courses: Students must complete each of the three courses listed below.

MSIS 485: *Management Information Systems: Theory and Practice*
MSIS 488: *Information Systems Analysis*
MSIS 489: *Database Management Systems*

Elective Courses: Students must complete *two* courses from the following list. Students may take at most one additional programming course (marked with *), and may not use as an elective any course already used to meet the Programming Requirement.

MSIS 492: *Information Systems Management*
MSIS 496: *Telecommunications: Design and Management*
MSIS 497: *Decision Support Systems*
MSIS 423: *Managerial Applications of Object-Oriented Programming**
MSIS 484: *Business Programming and File Systems**
MSIS 498: *Fourth Generation Languages and End User Computing**

Core Courses: Students must complete each of the three courses listed below.

MSIS 485: *Management Information Systems: Theory and Practice*
MSIS 488: *Information Systems Analysis*
MSIS 489: *Database Management Systems*

Elective Courses: Students must complete *two* courses from the following list. Students may take at most one additional programming course (marked with *), and may not use any course as an elective already used to meet the Programming Requirement.

MSIS 423a: *Applications of Programming for Business Solutions**
MSIS 423b: *Managerial Applications of Object-Oriented Technologies**
MSIS 423c: *Business Programming and File Systems**
MSIS 423d: *Internet Programming for Business**
MSIS 424c: *Business Process Design*
MSIS 492: *Information Systems Strategy*
MSIS 496: *Telecommunications: Design and Management*
MSIS 497: *Decision Support Systems*
MSIS 498: *Fourth Generation Languages and End User Computing*

Students will have the opportunity to take additional electives should they desire to do so.

All course prerequisites and all course waivers are applicable. Substitute courses must be approved by the Area Coordinator of the Management Science and Information Systems Area, and the Director of Graduate Studies in Business. In all cases, 18 hours are needed to complete the Graduate Certificate in Information Resource Management. Students should complete the certificate within 3 years from the time they first enroll in the program.

SENATE PROPOSAL FORM (check one)

( ) CHANGE IN DEGREE REQUIREMENTS
( ) CHANGE IN MINOR
(x) CHANGE IN CERTIFICATE PROGRAM
( ) CHANGE IN EMPHASIS AREA

FROM: MS/IS
Department

page 1 of 2

School of Business Administration
School or College

Signed: _____ Jam Culbell _____   1/29/99
Department Chair   Date

Signed: _____ Day R3 Onal _____   3/1/99
Dean   Date

Current Title: Graduate Certificate in Management Information Systems
Proposed Title: Graduate Certificate in Information Systems Development

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Are other departments likely to be affected by this change?   ( ) no   (x) yes---Mathematics and Computer Science

Ray Balbes

Page number(s) _____ and year _____ of most recent Bulletin listing.

CURRENT BULLETIN LISTING:

The graduate certificate in Management Information Systems is an 18-hour program designed to provide a focus on information systems development. Topics related to systems development such as programming and database design are included in the course of study.

Requirements -- Students must complete six courses as specified below:

Required Courses (five courses, or appropriate substitutes if course waivers are approved)

MSIS 480: *Management Information Systems*
MSIS 484: *Business Programming and File Systems*
MSIS 488: *Information Systems Analysis*

PROPOSED BULLETIN LISTING:

The graduate certificate in Information Systems Development (ISD) is an 18-hour program designed to provide a focus on the creation and modification of information systems for business. Topics related to systems development such as programming and database design are included in the course of study.

Requirements -- Students must complete six courses as specified below (or appropriate substitutes if course waivers are approved):

MSIS 480: *Management Information Systems*
MSIS 423a: *Applications of Programming for Business Solutions*
MSIS 485: *Management Information Systems: Theory and Practice*
MSIS 488: *Information Systems Analysis*

RATIONALE:

Changes reflect renumbering changes recently made by the MIS Area. In addition, the changes reflect changes in the discipline.

MSIS 489: *Database Management Systems*
MSIS 495: *Information Systems Design*

Elective Courses (Students are required to take at least one course out of the following courses

MSIS 424: *Seminar in Current MIS Topics*
MSIS 492: *Information Systems Management*
MSIS 496: *Telecommunications: Design and Management*
MSIS 497: *Decision Support Systems*
MSIS 498: *Fourth Generation Languages and End User Computing*
MSIS 425: *Advanced MIS Applications*
BA430: *Individual Research*

Students would have the opportunity to take additional electives should they desire to do so.

All course prerequisites and all course waivers are applicable. Substitute courses must be approved by the Area Coordinator of the Management Science and Information Systems Area, and the Director of Graduate Studies in Business. In all cases, 18 hours are needed to complete the Graduate Certificate in Management Information Systems. Students should complete the certificate within 3 years from the time they first enroll in the program.

MSIS 489: *Database Management Systems*
MSIS 495: *Information Systems Design*

Students will have the opportunity to take additional electives should they desire to do so.

All course prerequisites and all course waivers are applicable. Substitute courses must be approved by the Area Coordinator of the Management Science and Information Systems Area, and the Director of Graduate Studies in Business. In all cases, 18 hours are needed to complete the Graduate Certificate in Information Systems Development. Students should complete the certificate within 3 years from the time they first enroll in the program.

SENATE PROPOSAL FORM FOR (check one):   (X) CHANGE IN DEGREE REQUIREMENTS
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                                     ( ) CHANGE IN CERTIFICATE PROGRAM

Page   1   of   1

Art & Art History
Department   Signed: _____   1-4-99
                                Department Chair   Date

College of Arts & Sciences   Signed: *Martin Angel*   2-19-99
School or College   Dean   Date

Bachelor of Fine Arts in Studio Art

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)   86   and year   1998-99   of most recent Bulletin listing.

Current Bulletin Listing:	Proposed Bulletin Listing:	Rationale:
Photography 260, Digital Photography II 261, Color Photography I 264, Video Art I 350, Design III 360, Photography Iii 361, Color Photography II 391, Advanced Problems in Photography I 392, Advanced Problems in Photography II 396, Senior Studio Seminar (6 hours) 12 hours of Studio Art Electives	Photography 260, Digital Photography II 261, Color Photography I 350, Design III 360, Photography III 361, Color Photography II 391, Advanced Problems in Photography I 392, Advanced Problems in Photography II 396, Senior Studio Seminar (6 hours) 12 hours of Studio Art Electives 6 hours of Photography Electives	Eliminates unnecessary Video Art I for BFA Photography emphasis degree requirements. Provides students instead with a photography elective. Adds to this new elective possibility 3 hours of photo electives which were inadvertently left out of this year's Bulletin.

SEN: 7/88

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

Page __1__ of __2__

Mathematics and Computer Science　Signed: _Kay Boller_　_1/8/99_
Department　　　　　　　　　　　　　Department Chair　　　　Date

College of Arts and Sciences　Signed: _Martin Page/JC_　_2-19-99_
School or College　　　　　　　　　Dean　　　　　　　　Date

_____Bachelor of Science in Computer Science_____
Title of Degree/Minor/Certificate Program

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

Management Science and Information Systems

Page number(s) _196_ and year _1998-99_ of the most recent Bulletin listing.

Current Bulletin listing:	Proposed Bulletin listing:	Rationale
Bachelor of Science in Computer Science	**Bachelor of Science in Computer Science**	
The following course work is required:	The following course work is required:	Change in order to put computer science courses
1) Mathematics	**1) Computer Science**	first.
80, Analytic Geometry and Calculus I	**125**, Introduction to Computing	Title change
175, Analytic Geometry and Calculus II	**225**, Programming and Data Structures	Title change
180, Analytic Geometry and Calculus III	**240**, Computer Systems: Architecture and Organization	Title and course description change
202, Introduction to Differential Equations		
245, Elementary Linear Algebra	**241**, Computer Systems: Programming	Title and course description change
250, Introduction to Modern Mathematics	**255**, Discrete Structures	New course

Also required is one of the following:
320, Mathematical Statistics I
323, Numerical Analysis I
355, Discrete Mathematics

2) Computer Science
125, Introduction to Computer Science
225, Data Structures and Problem Solving
240, Computer Hardware and Small Computer Systems I
241, Computer Hardware and Small Computer Systems II
275, Advanced Programming Techniques in C
313, Analysis of Algorithms .
328, Programming Languages and Compiling Techniques
376, Operating Systems

3) Probability and Statistics
132, Applied Statistics

4) Three further courses in mathematical sciences numbered above 250, at least one of which must be in computer science. Computer Science 272, Programming Languages Laboratory, may be counted as one of these three courses only if three or more hours of credit are obtained in the course

275, Advanced Programming Techniques
278, Design and Analysis of Algorithms
325, Programming Languages
328, Program Translation Techniques
376, Operating Systems

2) Mathematics and Statistics
80, Analytic Geometry and Calculus I
175, Analytic Geometry and Calculus II
180, Analytic Geometry and Calculus III
245, Elementary Linear Algebra
132, Applied Statistics I

3) Five more elective courses, numbered above 300 if in computer science, and above 200 if in mathematics or statistics. At least three of these elective courses must be in computer science, and at least one must be in mathematics or statistics.

Title and course description change
New course
New course
Title and course description change

Groups mathematics and statistics courses together

SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS   (Do Not Write in This Space)
( ) CHANGE IN MINOR
( ) CHANGE IN CERTIFICATE PROGRAM

Nursing   Signed: _____   _2-23-99_
School or College   Dean   Date

_____ Bachelor of Science in Nursing _____
                    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) _414-415_ and year _1998-99_ of most recent *Bulletin* listing.

Current *Bulletin* listing:	Proposed *Bulletin* listing:	Rationale:
General Information Barnes College of Nursing offers nursing studies at the undergraduate and graduate levels. Knowledge and skills needed to complete the professional licensure examination to become a registered nurse are available through a basic baccalaureate option . Nurses who have obtained their basic nursing education through associate degree or diploma nursing programs may complete the BSN Completion option without repetition of previous nursing education. The Master of Science in Nursing program is offered in cooperation with the School of Nursing at University of Missouri-Kansas City. The Ph.D. in Nursing is offered in cooperation with the Schools of Nursing at University of Missouri-Columbia and Kansas City. Admission to the Ph.D. is available at the post BSN and MSN levels. **Undergraduate Studies** The Barnes College of Nursing provides course work leading to the Bachelor of Science in Nursing. The program is accredited by National League for Nursing and the Missouri Board of Nursing. The	**General Information** Barnes College of Nursing offers nursing studies at the undergraduate and graduate levels. Knowledge and skills needed to complete the professional licensure examination to become a registered nurse are available through a basic baccalaureate option. Nurses who have obtained their basic nursing education through associate degree or diploma nursing programs may complete the BSN Completion option without repetition of previous nursing education. The Master of Science in Nursing program is offered in cooperation with the School of Nursing at University of Missouri-Kansas City. The Ph.D. in Nursing is offered in cooperation with the Schools of Nursing at University of Missouri-Columbia and Kansas City. Admission to the Ph.D. is available at the post BSN and MSN levels. **Undergraduate Studies** The Barnes College of Nursing provides course work leading to the Bachelor of Science in Nursing. The program is accredited by National League for Nursing and the Missouri Board of Nursing. The	

SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS   (Do Not Write in This Space)
                                       ( ) CHANGE IN MINOR
                                       ( ) CHANGE IN CERTIFICATE PROGRAM   ROUTING: Initials/ Date
                                                                                  Academic Affairs ___/___
                                                                                  Graduate School
Page _2_ of _6_   (if applicable) ___/___
                                                                                  Senate C&I   ___/___

Current *Bulletin* listing:	Proposed *Bulletin* listing:	Rationale:
undergraduate program offers two means for achieving the bachelor's degree in nursing: studies which are preparatory for completion of the professional nurse licensure examination (basic undergraduate); advanced placement for the professional registered nurse without repetition of fundamental nursing courses (B.S.N. Completion).	undergraduate program offers two means for achieving the bachelor's degree in nursing: studies which are preparatory for completion of the professional nurse licensure examination (pre-licensure track) and advanced placement for the professional registered nurse without repetition of fundamental nursing courses (B.S.N. Completion track). An accelerated pre-licensure track is available for qualified persons who hold earned degrees in a non-nursing field or outstanding students who have completed all prescribed general education and science course work.	Accelerated option provides a means for qualified students to complete the approved pre-licensure track in an intensive full-time format and acknowledges prior learning.
Admission Policies	**Admission Policies**	
Basic Baccalaureate **First time freshman or students with less than 24 college credits:**	**Basic Baccalaureate** **First time freshman or students with less than 24 college credits:**	
1) Admission to the University (see Undergraduate Admission and Application Procedure section in this *Bulletin*); 2) Cumulative high school grade point average of 2.5 (4.0 scale); 3) Rank in upper third of high school class; 4) ACT score of 21 or higher; 5) High school course work required in Chemistry and Biology; 6) "B" average preferred for high school course work in English Composition, Algebra I and II, Geometry, Chemistry, and Biology.	1) Admission to the University (see Undergraduate Admission and Application Procedure section in this *Bulletin*); 2) Cumulative high school grade point average of 2.5 (4.0 scale); 3) Rank in upper third of high school class; 4) ACT score of 21 or higher; 5) High school course work required in Chemistry and Biology; 6) "B" average preferred for high school course work in English Composition, Algebra I and II, Geometry, Chemistry, and Biology.	
Students with 24 or more college credit hours: 1) Admission to the University (see Undergraduate Admission and Application Procedure section in this *Bulletin*); 2. Minimum cumulative grade point average of 2.5 (4.0 scale).	**Students with 24 or more college credit hours:** 1) Admission to the University (see Undergraduate Admission and Application Procedure section in this *Bulletin*); 2. Minimum cumulative grade point average of 2.5 (4.0 scale).	

SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS   (Do Not Write in This Space)
      ( ) CHANGE IN MINOR
      ( ) CHANGE IN CERTIFICATE PROGRAM   ROUTING: Initials/ Date
      Academic Affairs ____/____
      Graduate School
Page _3_ of _6_   (if applicable) ____/____
      Senate C&I ____/____

Current *Bulletin* listing:	Proposed *Bulletin* listing:	Rationale
	Students with an earned degree in a non-nursing field or outstanding transfer students seeking admission to the accelerated option: 1) Admission to the University (see Undergraduate Admission and Application Procedure section in this *Bulletin*); 2) Baccalaureate or higher degree from regionally accredited college or university. Applicants not holding a baccalaureate degree must have completed 62 semester hours of general education academic credit before beginning the program, including prescribed course work; 3) Minimum GPA of 3.0 (4.0 scale) for students with baccalaureate or higher degree or 3.2 (4.0 scale) for students not holding a baccalaureate degree; 4) Completion of all prerequisite general education and science courses for a major in nursing with a grade of "C" or higher; 5) Basic computer literacy and access to a personal computer	Highly selective admission criteria need to be employed for pre-licensure accelerated track due to the rigorous nature of study.
B.S.N. Completion 1) Admission to the University (see Undergraduate Admission and Application Procedure section in this *Bulletin*); 2) Graduate of either an accredited diploma or associate degree program in nursing; 3) Evidence of current licensure as a registered nurse with eligibility for licensure in Missouri; 4) Cumulative grade point average of 2.5 (4.0 scale)* on all previous college-level course work; 5) Minimum of 30 hours of college credit applicable to a degree;	**B.S.N. Completion** 1) Admission to the University (see Undergraduate Admission and Application Procedure section in this *Bulletin*); 2) Graduate of either an accredited diploma or associate degree program in nursing; 3) Evidence of current licensure as a registered nurse with eligibility for licensure in Missouri; 4) Cumulative grade point average of 2.5 (4.0 scale)* on all previous college-level course work; 5) Minimum of 30 hours of college credit applicable to a degree;	

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

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Academic Affairs ___/___
Graduate School
  (if applicable) ___/___
Senate C&I   ___/___

Page _4_ of _6_

Current *Bulletin* listing:	Proposed *Bulletin* listing:	Rationale
6) Validation of basic nursing knowledge (total of 30 credits granted).** *Cumulative GPA of 3.0 required of individuals seeking accelerated access to MSN option **Graduates of diploma nursing programs will be awarded 30 college credits for successful validation of basic nursing knowledge as part of the admission process. A processing fee is assessed for this procedure. Students are required to furnish their own transportation to and from campus and clinical agencies. Students must have automobile access for all community experiences throughout the program. For specific information regarding the B.S.N. degree program, please contact Nursing Student Services and Records office at (314) 516-6066 or 1-888-NURSUM. **General Information** **Credit by Transfer and Examination** Credit may be granted for selected general studies See Admission and Application Procedure section in this *Bulletin* for credit information. **Degree Requirements** The Bachelor of Science in Nursing degree requires comprehensive course work in general education and nursing. Basic undergraduate nursing course work includes theory, on-campus laboratory and clinical	*Cumulative GPA of 3.0 required of individuals seeking accelerated access to MSN option Students are required to furnish their own transportation to and from campus and clinical agencies. Students must have automobile access for all community experiences throughout the program. For specific information regarding the B.S.N. degree program, please contact Nursing Student Services and Records office at (314) 516-6066 or 1-888-NURSEUM. **General Information** **Credit by Transfer and Examination** Credit may be granted for selected general studies See Admission and Application Procedure section in this *Bulletin* for credit information. **Degree Requirements** The Bachelor of Science in Nursing degree requires comprehensive course work in general education and nursing. Basic undergraduate nursing course work includes theory, on-campus laboratory and clinical	

SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS   (Do Not Write in This Space)
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Page _5_ of _6_   (if applicable)   ___/___
    Senate C&I   ___/___

Current *Bulletin* listing:	Proposed *Bulletin* listing:	Rationale
activities. Clinical experiences require weekday, evening, and/or weekend commitments. Full-time study in the basic baccalaureate program can be completed in four academic years. BSN Completion course work is concentrated in an evening format and includes theory, on-campus laboratory and community-based clinical activities.	activities. Clinical experiences require weekday, evening, and/or weekend commitments. Full-time study in the pre-licensure baccalaureate track can be completed in four academic years. The pre-licensure accelerated track requires full-time study and can be completed in 15 months. BSN Completion course work is concentrated in an evening format and includes theory, on-campus laboratory and community-based clinical activities.	All prescribed general education and science courses ~~work~~ are completed prior to admission to the accelerated track with required nursing course work delivered in an intensive format over two academic semesters plus two Intersession/Summer sessions. Track meets the need of a highly qualified, motivated adult learner seeking knowledge needed to complete professional nursing licensure examinations.
Satisfactory/Unsatisfactory Undergraduate nursing majors may not take required related area general education or nursing courses on a satisfactory/unsatisfactory basis.	**Satisfactory/Unsatisfactory** Undergraduate nursing majors may not take required related area general education or nursing courses on a satisfactory/unsatisfactory basis.	
General Education Requirements Nursing majors must complete all general education requirements of the University as outlined in this *Bulletin* (see Undergraduate Studies, General Education Requirements).	**General Education Requirements** Nursing majors must complete all general education requirements of the University as outlined in this *Bulletin* (see Undergraduate Studies, General Education Requirements).	
Within the general education requirements, the following are related area requirements for the nursing major. See a curriculum planning guide for specific courses and proper sequencing.	Within the general education requirements, the following are related area requirements for the nursing major. See a curriculum planning guide for specific courses and proper sequencing.	
1) Natural science course work **Biology 113**, Human Physiology and Anatomy I **Biology 114**, Human Physiology and Anatomy II **Biology 116**, General Microbiology **Chemistry for Health Professions (or equivalent)**	**1) Natural science course work** **Biology 113**, Human Physiology and Anatomy I **Biology 114**, Human Physiology and Anatomy II **Biology 116**, General Microbiology **Chemistry 5**, Chemistry for Health Professions (or equivalent)	
2) Behavioral science course work **Sociology 10**, Introduction to Sociology **Psych 3**, General Psychology **Psych 268**, Human Growth and Development **Econ 40**, Introduction to American Economy	**2) Behavioral science course work** **Sociology 10**, Introduction to Sociology **Psych 3**, General Psychology **Psych 268**, Human Growth and Development **Econ 40**, Introduction to American Economy	

SENATE PROPOSAL FORM FOR (check one): (X) CHANGE IN DEGREE REQUIREMENTS   (Do Not Write in This Space)
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Graduate School
(if applicable)   ___ / ___
Page _6_ of _6_   Senate C&I   ___ / ___

Current *Bulletin* listing:	Proposed *Bulletin* listing:	Rationale
3) Humanities **Philosophy course** **Nursing Course Work Requirements** **Basic Baccalaureate** 100 Introduction to the Nursing Discipline 103 Nutrition and Health 104 Foundations in Nursing and Health* 105 Communication in the Nursing Profession 106 Assessment of Clients in Health and Illness 110 Pathophysiological Bases of Nursing Practice 111 Pharmacotherapeutics in Nursing Practice 205 Adult Health Nursing I* 206 Adult Health Nursing II* 207 Information Management in Nursing* 214 Psychiatric Mental Health Nursing* 215 Nursing of Women & Childbearing Families* 216 Child and Family Health Nursing* 300 Community Health Nursing* 304 Ethical and Legal Dimensions of Nursing Practice 306 Nursing Research 308 Management and Leadership in Nursing 310 Senior Seminar*	**3) Humanities** **Philosophy 156,** Biomedical Ethics or equivalent **Nursing Course Work Requirements** **Basic Baccalaureate** 100 Introduction to the Nursing Discipline 101 Nursing and Health+* 103 Nutrition and Health 104 Foundations in Nursing and Health* 105 Communication in the Nursing Profession 106 Assessment of Clients in Health and Illness 110 Pathophysiological Bases of Nursing Practice 111 Pharmacotherapeutics in Nursing Practice 205 Adult Health Nursing I* 206 Adult Health Nursing II* 214 Psychiatric Mental Health Nursing* 215 Nursing of Women & Childbearing Families* 216 Child and Family Health Nursing* 217 Information Systems Utilized in Health Care* 300 Community Health Nursing* 304 Ethical and Legal Dimensions of Nursing Practice 306 Nursing Research 308 Management and Leadership in Nursing 310 Senior Seminar* + Completed by those enrolled in the accelerated track	
BSN Completion 200 Dimensions of Professional Nursing* 217 Information Systems Utilized in Health Care* 220 Health Assessment* 236 Families an Communities* 306 Nursing Research 340 Synthesis in Nursing Practice* Nursing Elective *Includes a laboratory and/or clinical component	**BSN Completion** 200 Dimensions of Professional Nursing 217 Information Systems Utilized in Health Care* 220 Health Assessment* 301 Family and Community Nursing* 304 Ethical and Legal Dimensions of Nursing Practice 306 Nursing Research 308 Management and Leadership in Nursing 311 Synthesis in Nursing Practice* *Includes a laboratory and/or clinical component	Changes in upper division baccalaureate track for registered nurse students more closely parallels the pre-licensure track.

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

Page 1 of 1

Criminology & Criminal Justice   Signed: _____ 11/6/98
Department   Department Chair   Date

Arts and Sciences   Signed: Martin Ange /p   12-10-98
School or College   Dean   Date

B.S. in Criminology and Criminal Justice
_____
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) _____ and year _____ of most recent Bulletin listing.

Current Bulletin listing:	Proposed Bulletin listing:	Rationale:
	CCJ majors may not use criminology courses taken through Independent Studies to fulfill degree requirements in the major.	Material changed so infrequentl that it often is out of date and/or incorrect.

| SENATE PROPOSAL FORM FOR (check one) ? (✗) CHANGE IN DEGREE REQUIREMENTS
( ) CHANGE IN MINOR
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Page 1 of ___9___ | (Do not write in this space)
ROUTING
Academic Affairs _LMML_ / _3/3/99_
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(if applicable)
Senate C&I _____Jki_____ / _4-8-99_
Senate _____ / _____
Academic Affairs _____ / _____ |

_____   Signed: _____   Date _____
Department   Chair

Pierre Laclede Honors College\   Signed: _____ Date _3/1/99_
School or College   Dean

Pierre Laclede Honors College: Honors Program
Title of Degree/Minor/Certificate Program

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

ENGLISH (will sign off on Honors 210).

Page number(s) ____441-444____ and year ___1998-1999___ of most recent *Bulletin* listing:

CURRENT *BULLETIN* LISTING	PROPOSED *BULLETIN* LISTING	RATIONALE:
PLEASE NOTE THAT MINOR EDITORIAL CHANGES ARE NOT ITEMIZED. ALL NEW/SUBSTANTIALLY ALTERED PASSAGES ARE NUMBERED AND EXPLAINED.	PLEASE NOTE THAT MINOR EDITORIAL CHANGES ARE NOT ITEMIZED. ALL NEW/SUBSTANTIALLY ALTERED PASSAGES ARE NUMBERED AND EXPLAINED	PLEASE NOTE THAT MINOR EDITORIAL CHANGES ARE NOT ITEMIZED. ALL NEW/SUBSTANTIALLY ALTERED PASSAGES ARE NUMBERED AND EXPLAINED
(1) N/A	The Honors College Writing Portfolio Both programs include participation in the Honors College Writing Program, **'Writing through the Curriculum,'** which involves formal courses in composition (at least one of Honors 10, 210, and 310) and informal consultations with the Director of the Writing Program. In the final year, this culminates in	(1) Refers to a new element of the Honors Program which is essential for outcomes assessment (for instance, for accreditation) and will generally strengthen and extend students' writing competencies.

1

CURRENT *BULLETIN* LISTING	PROPOSED *BULLETIN* LISTING	RATIONALE:
	(1: continued) the compilation of a personal Honors College Writing Portfolio.	
(2). (p. 441) **Honors Scholars** The Honors College's . . . degrees in other academic divisions. Many students major . . .professional schools.	(2). **Honors Scholars** Honors College Scholars are highly qualified individuals from a broad range of public and private secondary schools and colleges. They enter the College with different backgrounds and interests and remain part of it while simultaneously enrolling in classes and pursuing Bachelors degrees in other academic divisions of the University. Most Honors students major in the traditional liberal arts disciplines spanning the humanities, social sciences, mathematics and natural sciences, but about a third focus on using their undergraduate education to prepare for careers in business, education, nursing, or engineering. Whatever their undergraduate majors, most Honors College students plan to go on to graduate study or professional schools, although a significant number successfully seek employment immediately after graduation. Honors faculty and staff provide advice and guidance in both course choice and career plans	(2). Changes are for accuracy's sake but do not reflect changes in policy. For instance, the old description did not refer at all to transfers from colleges and universities.
(3). (p. 441). **Curriculum.** **Four-Year Program** Approximately 40 per cent . . . their major fields.	(3). **Curriculum** Pierre Laclede Honors College offers both a Four-Year program (for students admitted as freshmen) and a Two-Year program (for transfer students from within the UM-St. Louis or from outside the University). **Four-Year Program** (40 credit hours total): Approximately one-third of the 120 hours	(3). Almost all changes are for accuracy and guidance to students. The exceptions are the global credit hour requirement (up to 40 from 39) and the explicit inclusion of 'advanced undergraduate research' as a potential element in students' independent study requirement. This is an important element in the Honors College's mission enhancement program which is now funded by separate scholarship accounts.

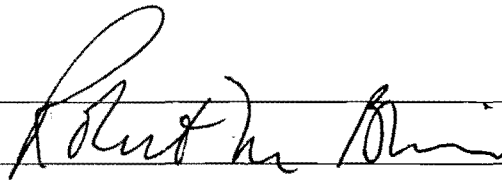| CURRENT *BULLETIN* LISTING	PROPOSED *BULLETIN* LISTING	RATIONALE:
	(3: continued) Honors students earn toward graduation are taken in the Honors College or under its auspices. Most of these credits are associated with a sequence of Honors courses designed specifically for the College, the majority of which are taken during the first two years. During this period, these students fulfill virtually all of the University's General Education Requirements, usually in innovative ways. In their junior and senior years, Honors Scholars also earn Honors credit for work done within their major fields, work which includes the possibility of internships, independent study projects, and advanced undergraduate research.	
(4). (p. 441) **First Year.** **10.** Freshman Composition **20.** Contemporary Issues and Events Symposium **30.** . . .	(4).. **First Year** (15 credit hours): Scholars take Honors 10, 20, and 30, and one course each from the Western Traditions and Non-Western Traditions seminar series. Students may take a seminar from the American Traditions series as an elective or in place of *either* a Western *or* a Non-Western Traditions seminar. **10**, Freshman Composition **20**, Cities and Good Lives: Knowledge, Decisions, and Consequences. **30**, Critical Analysis **111-5**, The Western Traditions Series **121-5**, The American Traditions Series (elective) **131-5**, The Non-Western Traditions Series	(4). One additional credit hour arises from the reorganization and retitling of Honors 20. Additional prose is for guidance and clarification of existing policy (may take American Traditions as an elective or in place of Western Traditions or Non-Western Traditions. The change to 'seminar series' is consequence on the course renumbering exercise.

CURRENT *BULLETIN* LISTING	PROPOSED *BULLETIN* LISTING	RATIONALE:
(5). (p. 441) Second year. Scholars take two . . . . 201.. . . 205 . . . During the first two years . . . mathematics and natural science requirements.	(5). **Second Year** (six credit hours): Scholars take **two** of the following **Honors** classes: **201**, Inquiries in the Humanities **202**, Inquiries in the Fine and Performing Arts **203**, Inquiries in the Social and Behavioral Sciences **204**, Inquiries in Mathematics and Computing **205**, Inquiries in the Natural Sciences **206**, Inquiries in Business **207**, Inquiries in Education **208**, Inquiries in Nursing Honors students in the Four-Year program may also take **Honors 210** to meet their advanced composition graduation requirement. During the first two years, Honors Scholars will take additional course work in other areas, such as mathematics, natural science, foreign language, and major prerequisite classes to satisfy various University, Honors College, and specific degree requirements.	(5). Changes do not represent policy changes, but the renumbering of the Inquiries seminars and a rewriting of the unclear paragraph concerning other requirements in maths, languages, etc. Honors 210 is a new element in the Two-year program. It is proposed to offer it as an elective in the four-year program in order to give four-year students the opportunity of extending their connections with the College's Writing Portfolio program. Honors students taking 210 will also use it to satisfy their advanced composition requirement.
(6). (p. 441) Third and Fourth Years 300. Honors Seminar (at least four). Six hours of Independent Study in the major field taken for Honors credit.	(6). **Third and Fourth Years** (19 credit hours): Honors Scholars in the Four-Year program take at least four seminars (12 credit hours) from the Advanced Seminar (**301-308**) and/or Research Seminar (**351-358**) series. They may take more, and many do where this is compatible with their major and/or minor requirements. In addition, Honors students do **6 credit hours** in Independent Study projects, normally in or closely related to their major field. These independent study projects normally carry credit	(6). One additional credit hour consequent on Honors 310, added to insure the completion, with consultation, of the Writing Portfolio. Otherwise changes are consequent on the renumbering of courses, Honors 300 being an overstrained category in both theory and practice. (That is, some honors 300 seminars have been 'research seminars', others have not).

4

CURRENT *BULLETIN* LISTING	PROPOSED *BULLETIN* LISTING	RATIONALE:
	(6: continued)	
	in the major, but can be done as Honors College Independent Study or Research projects (**Honors 390-399**). During the final year, students also take **Honors 310,** a one-credit capstone for the Honors College Writing Program.	
(7). (p. 441). **Two-Year Program.** Scholars in this program will take a combination of Honors College courses . . .into the College	(7). **Two-Year Program** (22 credit hours total): Scholars in this program will take a combination of Honors College courses and also earn Honors independent study credit for work done in their major fields. The 22 credit hours must include 6 credits of Independent Study, as for the Four-Year program.	(7). Honors 210 is a new requirement for all transfer students, providing them with a common introduction to the Honors Program and a purpose-built advanced composition course, in which the stress will be on writing about the city in various academic modes. It is intended to make some writing specific to each student's major field.
Third Year. 200. . . .	**Third Year** (9 credits): During the first year of the Two-Year program, students take three Honors seminars, including **210,** Advanced Composition: Writing the City; one course from the **Inquiries** series (**201-208**); one course from *either* the **Advanced Seminar (301-308)** *or* **Research Seminar (351-358)** series. In addition, 3 credit hours of Independent Study may be taken during this year, normally in or closely related to their major.	This, together with Honors 310, raises the credit hour requirement of the two-year program from 18 to 22 hours, but **NB** that 3 of those credits are also used to meet a University graduation requirement.
Fourth Year. Same as for Third year.	**Fourth Year** (7 credits): The final year of the Two-Year program involves three courses chosen from the 200- and 300-level options, including **310,** the Honors Writing Portfolio (1 credit hour) and at least one course chosen from the **301-308** or **351-358 series.** In	Otherwise no requirements are altered, and the main purpose of the changes is to incorporate the course renumbering, as above.

CURRENT *BULLETIN* LISTING	PROPOSED *BULLETIN* LISTING	RATIONALE:
	(7: continued) addition, students will complete their Independent Study requirements with 3 or 6 hours of project, internship, or research work.	
(8). (pp. 441-442) Not titled, but everything from 'The satisfactory/unsatisfactory option . . . ' to the course descriptions section.	**(8). Other academic features and requirements.** **Pass/Fail.** The satisfactory/unsatisfactory option does not apply to any course work undertaken for Honors College credit. **Admission.** To be considered for admission to either the Two-Year or Four-Year Honors program, a candidate must file a special Honors College application as well as their general University application. These application forms and additional information concerning scholarship and stipend awards, general eligibility guidelines, and the admissions process are available from the Honors College administrative office at (314) 516-6870 or from the University Admissions Office. **Scholarships and stipends.** Every new freshman or transfer student admitted to the Honors College receives academic scholarship support. Scholars continue to receive these awards as long as they meet the criteria associated with their particular scholarship grant. **Good academic standing.** To remain in good standing, a student must maintain a cumulative GPA, in all his or her UM-	(8). Only one of these entries constitutes a change in existing policies. That is to require a 3.20 GPA in all a students' UM-St. Louis courses (rather than in *both* Honors *and* main campus courses). That requirement created some pretty odd anomalies, and is better dispensed with altogether than to leave exceptions the Dean's discretion. Most of the rest of this is are drawn directly from the current *Bulletin* entry. All additional matter in this passage states existing policies as carried out by successive deans of the Honors College. The main purpose for including the additional matter in the *Bulletin* is to do what we can to insure that students know this information, but also to utilize the Bulletin to publicize some of the distinctive aspects of the Honors programs at UM-St. Louis, not least to students who are already enrolled in other academic divisions.

CURRENT *BULLETIN* LISTING	PROPOSED *BULLETIN* LISTING	RATIONALE:
	(8: continued) St. Louis courses, of at least 3.20, and must continue to meet the requirements of the Honors program for which he or she was initially admitted. Unless other arrangements have been made, Honors College students are also expected to be full time, that is to register for and satisfactorily complete at least 24 credit hours per calendar year, including summer and Intersession. Students wishing to enter the Honors College as part-time students, or to change to part-time status, must make prior arrangements with the Honors College dean. **The University of Missouri-St. Louis: an Urban Land Grant Institution** Given its location in St. Louis, and because it is part of an urban land grant university, Pierre Laclede Honors College seeks to encourage awareness of the manifold benefits of pursuing an undergraduate education in a dynamic and varied urban community. This is accomplished partly through the Honors Curriculum (for instance, Honors 20 and 210 are focused on 'the city'), through facilitating cultural and other outings in the city, and by encouraging students to include in their academic program courses, research projects, and/or internships which exploit the University's manifold connections with city people and its partnerships with leading city institutions such as the Missouri Botanical Gardens, the Missouri Historical Society, and the Mercantile Library of St. Louis. Many Honors students fulfill all or part of their Independent Study requirements working through such partnerships.	

CURRENT *BULLETIN* LISTING	PROPOSED *BULLETIN* LISTING (8: continued)	RATIONALE:
	International Study and Other Exchange Programs Honors students are encouraged to consider a semester's or a year's study at another institution. This can be done through the University's Center for International Studies, which administers exchanges with over 70 universities in Europe, Africa, Asia, Australasia, and South and Central America. Or students may, through the National Student Exchange (administered for the University by the Honors College), attend any one of over 100 universities in the USA and Canada.	
(9). (pp. 443-444). Pierre Laclede Honors College **Course Descriptions.** The following courses fulfill the Humanities (H0 breadth of study requirements: 30, 101, 102, 103, 201, 202. The following courses fulfill the Social Sciences (SS) breadth of study requirements (101, 102, 103, 203, 204. The following course fulfills the Natural Sciences and Mathematics (SM) requirements: 205. Depending on the nature of the topic, Honors 300, Advanced Honors Seminar, also fulfills specific breadth of study requirements.	**(9). Pierre Laclede Honors College Course Descriptions** Please **note** the codes attached to most course descriptions. These codes designate which Honors courses will fulfill, or help to fulfill, your General Education graduation requirements. **(H)=fulfills a Humanities requirement.** **(SS)=fulfills a Social Sciences requirement.** (SM)=fulfills a Science/Math requirement **(CW)=fulfills a writing requirement.** Please **note** also that, where the matter has been agreed to by other divisions or departments of the University, many Honors courses, particularly in the 200- and 300- ranges, can be used to fulfill major, minor, and certificate requirements. The Honors College course lists, published prior to the pre- registration period each semester, identify clearly those seminars which fulfill these various	(9), There is little in this new description which constitutes a change in policy. It is, instead, intended to clarify existing policy. The exception is the proposal (implicit rather than explicit) that we should abandon the old practice of using the faculty member's home department as the sole determinant of whether a course fulfilled Humanities, Social Science, or Science/Maths distributional requirements in General Education. Rather, the course's content and disciplinary approach will be the crucial factor. Decisions on this matter will be made in consultation with each faculty member. The same criteria have traditionally been used (and will continue to be used) to decide on whether a course might meet cultural diversity or global awareness requirements, and the state requirement for American history and government. Please note that the Honors College cannot and is not proposing to designate unilaterally any course as fulfilling any major, minor, certificate, or

8

	PROPOSED *BULLETIN* LISTING	RATIONALE:
	(9: continued) sorts of requirement. **Important note: Unless otherwise indicated, all Honors seminars and courses require students to obtain the consent of the dean or associate dean of the Honors College at registration.**	**(9: continued)** professional course requirements. Many Honors courses have been so designated in the past, and will be in future, but always with the explicit approval of the relevant department, division, or coordinator. The provisions relating to this current practice (in both the general introduction to the course descriptions section and in the specific course descriptions) are intended to clarify the practice, not to change policy.

PAGE NINE (9) OF NINE (9).   SIGNED _____   DATE __3/1/95__

THE RENUMBERING OF HONORS COLLEGE COURSES

Consultation and discussion with (among others) Mimi LaMarca and Judy Young lead inescapably to the conclusion that Honors courses require renumbering. There are a number of reasons for this. We need to avail our students of a sensible way to use DARS for their Honors curriculum requirements. We also must provide them with more informative transcripts, which will help them in their applications for jobs and/or postgraduate study. Advisors in other university divisions and departments need a clearer indication of what Honors courses are about, what General Education and other requirements they might fulfill, than is provided by the current numbering system. Finally, as the Honors College expands, more courses – and different kinds of courses – will be added to the Honors curriculum, and this reinforces the need to establish a sensible system of course numbering. Renumbering will not, of course, solve all aspects of these problems, but it can solve many, and a 'rational' numbering system can serve us as a basis for solving other problems related to Honors courses and the GenEd and major requirements they fulfill.

There are, in addition, several new courses which have been established by "Dean's Action" and require the approval of the Senate.

Several of our courses (existing and new) cannot sensibly be numbered to fit the new system. They are Honors 10 (Honors Composition), Honors 20 (Honors Symposium: Cities and Good Lives), and Honors 210 (Honors Advanced Composition: Writing the City, and Honors 310 (the Writing Portfolio course). Honors 30 (Critical Analysis) will also remain unchanged for the time being, although a new number may be required if we are to include an option stressing Critical Analysis of symbolic and mathematical logic.

For all other Honors course numbers, existing and new, the last digit will serve as the basic indicator of the course's content and/or disciplinary approach in terms of relevant university divisions or areas, with '1' standing for the Humanities, '2' for the Fine and Performing Arts, '3' for the Social Sciences, '4' for Mathematics and Computer Science, '5' for the Sciences, '6' for Business, and '7' for Education, and '8' for Nursing. Engineering is not included as this University offers few Engineering courses as such, but it may be advantageous now to seek approval for the suffix '9' in relation to the individual research course numbers (Honors 399: see below). In implementing this system, please note that all courses in the 100-series will be listed according to subject matter and/or disciplinary approach in terms of the 'traditional' arts and sciences disciplines, as befits Freshman introductory General Education courses. The practice heretofore was to list the option according to the departmental home of the faculty member teaching it; thus a Western Traditions seminar wholly concerned with classic works in philosophy but taught by a historian was listed as a social science course.

However, advanced courses (200- and 300-level) in Honors raise different problems and different opportunities. These courses are 'advanced' in several senses, not least in that they have traditionally been more specific in terms of disciplinary approach and/or subject matter. Indeed, a number of departments (chiefly but not entirely in Humanities, Arts, and Social Science disciplines) have accepted these courses as meeting major and/or minor requirements. Discussions with other units of the university are underway to see whether this practice might be expanded and regularized. Renumbering courses in the 200 and 300 ranges, and distinquishing between inquiries seminars, advanced seminars, research seminars, and independent study or research projects will help the Honors College and other divisions to clarify these discussions and to guide student choice. Since the major purpose of the renumbering is not budgetary or financial, but emphatically to help students and advisors understand which courses fulfill which General Education or major requirements, the content and/or disciplinary approach of each course will be the normal standard used by the Honors College and accepted for DARS purposes by other University divisions.

It will be assumed, as before, that Honors courses identified by the Honors College as fulfilling appropriate **General Education** credits and taught by faculty recognized by the appropriate university department or division will be accepted as such. Any Honors course nominated for *major, minor* or *certificate* credit must be approved for that purpose by the relevant department/program.

For courses numbered above 100, in addition, the first two digits will also be significant, as follows:

--11x = courses numbered 11x will be Western Traditions seminars (currently Honors 101).

--12x = courses numbered 12x will be American Traditions seminars (currently Honors 102)

--13x =courses numbered 13x will be Non-Western Traditions seminars (currently Honors 103)

20x = courses numbered 201-208 will be (as our present 201-205) 'Inquiries' courses, intended mainly for Sophomore students and aimed primarily at critical studies of one (or more) disciplinary approaches or methodologies.

30x = courses numbered 301-308 will be (as our present Honors 300 seminars) intended principally for Juniors and Seniors. As before, these advanced-level seminars will be focused on the study in depth of a body of subject matter, and may or may not be interdisciplinary.

35x = courses numbered 351-358 will be 'research seminars' devoted to primary research in a field closely related to the research expertise of participating faculty. Such seminars have been offered in the past, but have always been included in the 'Honors 300' rubric. This renumbering will be valuable to students (on their transcripts) and to departments in determining whether and how Honors courses relate to their major and/or minor requirements. In addition, the fact that we now offer special funding for research seminars recommends a renumbering of these courses on administrative grounds.

39x = courses numbered 390-399 will be independent study courses. 390 will be Independent Study in Honors; 391-399 will be numbers given to supervised undergraduate research projects which (like the 351-358 series) are subject to special funding provisions.

I accept that it is likely that some of the resulting course numbers will rarely (if ever) be used. I freely confess that I am not at all sure what a mathematics/computing course in 'American Traditions' would look like. But I do want to make it possible to welcome contributions from all university divisions in all areas of the Honors College curriculum without having to activate a long paper chase every time, and the availability of course number Honors 124 (12 = American Traditions. + 4 = Mathematics and Computing) will make this possible. Whether all such possibilities should be listed in the University Bulletin is an interesting question, which I regard as discussible.

In other words, the Honors course listing will in future look like this: NB that the new and modified courses which ultimately require Senate action are identified as such.

I. Freshman courses. As in previous years, upperclass transfer students may take these courses with the permission of the Honors College.

Honors 10. Honors Composition.
Honors 20. Honors Symposium: Cities and Good Lives. **(new title, increased from 2 to 3 hours by Dean's action, which will require Senate approval)**
Honors 30. Critical Analysis

Honors 80. This Honors section of Calculus I is mounted **by agreement with the Department of Mathematics and Computer Sciences.** As it involves a more intensive treatment of an existing course's syllabus (Math 80), it should not require Senate approval.

Honors 111. Western Traditions: Humanities
Honors 112. Western Traditions: The Arts

Honors 113. Western Traditions: Social Sciences
Honors 114. Western Traditions: Mathematics and Computing
Honors 115. Western Traditions: The Sciences
These are new titles/numbers for the existing Western Traditions (Honors 101) and should not require Senate approval.

Honors 121. American Traditions: Humanities
Honors 122. American Traditions: The Arts
Honors 123. American Traditions: Social Sciences
Honors 124. American Traditions: Mathematics and Computing.
Honors 125. American Traditions: The Sciences.
These are new titles/numbers for the existing American Traditions (Honors 102) and should not require Senate approval.

Honors 131. Non-Western Traditions: Humanities.
Honors 132. Non-Western Traditions: The Arts.
Honors 133. Non-Western Traditions: Social Sciences.
Honors 134. Non-Western Traditions: Mathematics and Computing.
Honors 135. Non-Western Traditions: The Sciences.
These are new titles/numbers for the existing Non-Western Traditions (Honors 103) and should not require Senate approval.

II. The 200-level 'Inquiries' courses. Intended mainly for sophomore students in the four-year program and for Junior students in the transfer program, these courses can be taken by any Honors upperclassman and, by permission, by Honors College freshmen.

Honors 201. Inquiries in the Humanities
Honors 202. Inquiries in the Fine and Performing Arts
Honors 203. Inquiries in the Social Sciences.
Honors 204. Inquiries in Mathematics and Computing.
Honors 205. Inquiries in the Sciences.
Honors 206. Inquiries in Business
Honors 207. Inquiries in Education
Honors 208. Inquiries in Nursing.
These are new titles/numbers for the existing Inquiries seminars (Honors 201-205) and should not require Senate approval.

III. Honors 210. The Honors College 'Junior writing requirement'. This course will normally be required of all transfer students on the two-year Honors program and will be an elective for students in the four-year Honors program.

Honors 210. Advanced Expository Writing: Writing the City.
The numbering refers back to the English department's Junior-level writing requirement, for which this course is a substitute. **This is a new course which exists by Dean's action** (and by agreement with English) **and will require Senate approval.**

IV. Honors 300-level courses, independent study, and research. In order to complete the Honors program, all students are expected to take *at least two* 300-level seminars, and most take more. In addition, Honors students are expected to complete six credit hours of independent study. Much

of this independent study (which may be undergraduate research, special projects in the major or minor field, off-campus internships, etc.) is done under existing course numbers in the University, and we believe that this will continue.. However, some special course number provision needs to be made, especially for independent study projects conducted within the College or directly under its auspices. Many departments already cross list Honors 300-level courses under their major offerings; this renumbering is in no way intended to discourage this practice, but may help to clarify it for students.

Honors 301. Seminar in the Humanities.
Honors 302. Seminar in the Fine and Performing Arts.
Honors 303. Seminar in the Social Sciences.
Honors 304. Seminar in Mathematics and Computing.
Honors 305. Seminar in the Sciences.
Honors 306. Seminar in Business.
Honors 307. Seminar in Education.
Honors 308. Seminar in Nursing.
These are new titles/numbers for the existing Honors Seminars (Honors 300) and should not require Senate approval.

Honors 310. The Honors Portfolio. 1 credit hour, normally to be taken in the student's Senior year, ideally in the last semester. **This course, the 'capstone' of the writing program, is a new course and will require Senate approval.**

Honors 351. Research Seminar in the Humanities
Honors 352. Research Seminar in the Fine and Performing Arts.
Honors 353. Research Seminar in the Social Sciences
Honors 354. Research Seminar in Mathematics and Computing.
Honors 355. Research Seminar in the Sciences.
Honors 356. Research Seminar in Business
Honors 357. Research Seminar in Education.
Honors 358. Research Seminar in Nursing.
Although over the past years several faculty have already mounted research seminars under the old Honors 300 ('advanced seminar') rubric, it seems appropriate to ask for Senate approval of these as new courses.

Honors 390. Independent Study.
Honors 391. Independent Research.in the Humanities.
Honors 392. Independent Research in the Fine and Performing Arts.
Honors 393. Independent Research in the Social Sciences
Honors 394. Independent Research in Mathematics and Computing.
Honors 395. Independent Research in Science
Honors 396. Independent Research in Business
Honors 397. Independent Research in Education.
Honors 398. Independent Research in Nursing.
Honors 399. Independent Research in Engineering.
These are new course numbers and titles. They exist now by Dean's action and will require Senate approval. **NB** that almost all research projects undertaken in the Honors undergraduate research program are now given appropriate departmental numbers (e.g. Physics 390: "Research"). This will continue to be the normal practice. Approval is sought for the above course numbers for special cases only.

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

FROM: School of Business Administration   Signed: Silvia A. Madeo   3/4/99
Department   Department Chair   Date

FROM: School of Business Administration   Signed: Douglas E. [signature]
School or College   Dean   Date

Title: Revision to Master of Accounting

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

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Page number(s) _313_ and year _1998-99_ of most recent Bulletin listing.

Current Bulletin listing:

Master of Accounting Program (MAcc)
The MAcc program is intended for students preparing to enter the accounting profession or furthering existing accounting careers. Designed to accommodate both students with undergraduate accounting majors and students with other undergraduate backgrounds, the program permits students to take a generalized course of study or specialize in income taxation. It may require as few as 30 credit hours for students with undergraduate accounting degrees. Because of the need to attain general business and professional accounting core competencies as a foundation for the MAcc requirements, students with no academic business or accounting background will be required to take additional credit hours as outlined below.

General Requirements
All students must meet course requirements in mathematics, general business, and accounting. Students must complete a minimum of 30 credit hours beyond the general business core and the professional accounting core. At least 15 credit hours in accounting must be completed, including at least 12 credit hours at the 400 level. At least 9 credit hours of the student's 30 credit hour program must be in 400-level non-accounting courses. Of the 30 credit hours beyond the general business and professional accounting core, 21 credit hours must be earned in courses at the 400 level.

Updated February 15 1999

Proposed Bulletin Listing:

Master of Accounting Program (MAcc)
The MAcc program is intended for students preparing to enter the accounting profession or furthering existing accounting careers. Designed to accommodate both students with undergraduate accounting majors and students with other undergraduate backgrounds, the program permits students to take a generalized course of study or specialize in income taxation or auditing/systems. It may require as few as 30 credit hours for students with undergraduate accounting degrees. Because of the need to attain general business and professional accounting core competencies as a foundation for the MAcc requirements, students with no academic business or accounting background will be required to take additional credit hours as outlined below.

Rationale:

To reflect addition of auditing/systems emphasis.

1 of 3

Mathematics Background Requirement

Students are required to have completed by the end of their first semester in the program the equivalent of Economics 301, Quantitative Methods and Modeling in Economics, Business, and the Social Sciences, with a grade of C or better. Graduate credit is not given for this course but it may be waived with appropriate undergraduate coursework.

General Business Core

Students must have credit for the equivalent of one three-credit-hour course in each of the following subject areas: macroeconomics, microeconomics, financial accounting, managerial accounting, marketing, financial management, organizational behavior, and business strategy. These requirements may be met with graduate-level Course work or may be waived with appropriate courses taken as an undergraduate.

Professional Accounting Core

Students must have credit for the equivalent of each of the following three-credit-hour courses. Some of these courses may be taken concurrently with MAcc degree requirements (listed below) or may be waived with appropriate courses taken as an undergraduate.

BA340A Financial Accounting & Reporting I
BA340B Financial Accounting & Reporting II
BA344 Computer Applications in Accounting
BA345 Cost Accounting (or AC441 - Concepts in Management Accounting)
BA347 Income Taxes
BA348 Auditing

Macc Degree Requirements (minimum: 30 credit hours)

Accounting Courses (minimum: 15 credit hours, 12 credits at 400-level)
BA341 Financial Accounting & Reporting III*
BA342 Financial Accounting & Reporting IV*

Research course - At least one of the following courses must be completed:
AC421 Professional Accounting Research
AC431 Tax Research

Seminar - At least one of the following courses must be completed:
AC445 Seminar in Financial Accounting Theory
AC439 Seminar in Taxation
AC446 Seminar in Auditing

AC446 included to support the Auditing/Systems Emphasis

Accounting Electives - to meet 15-credit-hour and 400-level requirements

Non-Accounting Courses (minimum: 9-credit-hours at 400-level)
   BA405   Managerial Communication*
   BA 412   Laws, Ethics, and Business*
   MS/IS480   Management Information Systems*
   MS/IS481   Statistical Analysis for Management Decisions*
   MS/IS 483   Production and Operations Management*

Electives may be necessary to meet 9-credit-hour 400-level non-accounting requirement or minimum 30-credit-hour requirement

(*=Waiver may be granted with appropriate undergraduate courses)

Taxation Emphasis

Students desiring an emphasis in taxation must complete AC431 - Tax Research, AC439 - Seminar in Taxation, at least two courses from the following list of electives:
AC432   Taxation of Estate, Gifts, & Trusts
AC433   Taxation of Corporations and Shareholders
AC434   Taxation of Partnerships and Partners
AC435   Tax Practice and Procedure
AC436   Advanced Topics in Taxation

Taxation Emphasis

Students desiring an emphasis in taxation must complete AC431 - Tax Research, AC439 - Seminar in Taxation, AC433 - Taxation of Corporations and Shareholders, and at least two courses from the following list of electives:
AC432   Taxation of Estate, Gifts, & Trusts
AC434   Taxation of Partnerships and Partners
AC435   Tax Practice and Procedure
AC436   Advanced Topics in Taxation

To strengthen the Taxation Emphasis.

Auditing/Systems Emphasis

Students desiring an emphasis in Auditing/Systems must complete AC421 - Professional Accounting Research, AC446 - Seminar in Auditing, AC449 - Systems Auditing, AC447 - Accounting Systems for Management Planning and Control, and at least three courses from the following list of electives:
   MS/IS480   Management Information Systems
   MS/IS423a   Applications of Programming for Business Solutions
   MS/IS488   Information Systems Analysis
   MS/IS489   Data Base Management Systems
   MS/IS495   Information System Design

To add emphasis in Auditing/Systems.

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

Page __1__ of __3__

Interdisciplinary
Department

Signed: _SEE BELOW_
Department Chair　　　　Date

College of Arts and Sciences
School or College

Signed: _Martin Ange / gc_　2-19-99
Dean　　　　　　　　　Date

BLACK STUDIES MINOR

Signed: _Vitta L Sales Thompson_ Date: _12-14-98_

BLACK STUDIES MINOR
Title of Degree/Minor/Certificate Program

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

　History: _~m n+Bull ells_　　PSYCHOLOGY: _Day K G Burger_

Page number(s) _p.281_ and year _1998-99_ of most recent Bulletin listing.

Current Bulletin listing:	Proposed Bulletin listing:	Rationale:
Minor in Black Studies This minor is designed to provide a focus for new and existing courses in the area of black and African studies. A faculty member from the department of art & art history, history, or psychology is designated as coordinator. Students planning to pursue this minor should consult the coordinator for advisement. For appropriate referral, please contact the advising office at the College of Arts and Sciences.	The minor in Black Studies is open to all undergraduate students at UM-St. Louis, whatever their major field. This minor is an interdisciplinary course of studies intended to provide a focus for new and existing courses in the area of Black and African diaspora studies. A faculty member with expertise in Black or Diaspora Studies is designated as coordinator. Students with an interest in pursuing the minor should consult the coordinator for advisement. For appropriate referral, please contact the advising office at the College of Arts and Sciences.	Update Bulletin Description

SEN-7/88

Candidates must have a cumulative grade point average of 2.0 or better in the minor. Courses taken on a satisfactory/ unsatisfactory basis may not be applied to the minor. Courses applied to the minor may not be counted for a major.

Special topics courses, directed studies or readings relevant to black studies may be included in the minor when approved by the coordinator of black studies.

Requirements

Students must take:

Interdisciplinary 40, The Black World **and** a minimum of **two** courses from the following:

Anthro 124, Cultures of Africa
Art 117, African Art
English 70, African-American Literature
History 81, African Civilization to 1800
History 82, African Civilization Since 1800
Music 6, Introduction to African-American Music
History 212, African-American History: From Civil Rights to Black Power

and a minimum of **three** courses from the following:
History 319, Topics in African-American History
History 381, West Africa Since 1800
History 382, History of Southern Africa
PolSci 232, African Americans and the Political System
PolSci 258, African Politics
Sociology 245, Sociology of South Africa
Sociology 360, Sociology of Minority Groups
Comm 332, Intercultural Communication
Anthro 234, Cultural Continuity and Change in Sub-Saharan Africa
Anthro 235, Women in Subsaharan Africa: A Contemporary Perspective

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Candidates must have a cumulative grade point average of 2.0 or better in the minor. Courses taken on a satisfactory/ unsatisfactory basis may not be applied to the minor. Courses applied to the minor may not be counted for a major.

Any courses relevant to Black or African Diaspora Studies, offered by a Humanities or Social Science Department may be taken when approved by the coordinator for the minor. Special topics courses, directed studies or readings may also be included for credit if relevant to the minor.

Requirements

1. Students must take **one** of the following courses:
Interdisciplinary 40: The Black World
History 83: The African Diaspora to 1800
History 84: the African Diaspora Since 1800

2. A minimum of **two** courses from the following:
Anthropology 05: Human Origins
Anthropology 124: Cultures of Africa
Art 117: African Art
English 70: African American Literature
History 06: African American History
History 81: African Civilization to 1800
History 82: African Civilization Since 1800
Music 6: Introduction to African American Music

3. Students should select a minimum of **three** courses from the following list. **One course must be a Social Science and one must be a Humanities course.**
Anthropology 234: Cultural Continuity and Change In Subsaharan Africa
Anthropology 235: Women in Subsaharan Africa: A Contemporary Perspective
History 212: African American History from Civil Rights To Black Power
History 318: African American Women's History
History 319: Topics in African American History
History 380: West Africa to 1800
History 381: West Africa Since 1800
History 382: History of Southern Africa
History 385: African Diaspora to 1800
History 386: African Diaspora Since 1800
PolSci 232: African Americans and the Political System

Provide alternatives for meeting the requirement. The Black World is not consistently offered.

History 06, new course added. History 212 moved to advanced course offerings.

To assure students have exposure to diverse topics in the area.

History 318, 385 & 386 new courses added.

PolSci 258: African Politics
Psych 392: Selected Topic in Psychology: African American Psychology (Note: Students should only take Psych 392 when the topic is African American Psychology)
Sociology 245: Sociology of South Africa
Sociology 360: Sociology of Minority Groups
Comm 332: Intercultural Communications

Psychology 392, new course option added.

Proposed Changes in the Grading System at UM - St. Louis for Individuals Who Leave Courses in Which They are Officially Enrolled

Recommendation: **To abolish the "EXC grade, and create the grade of "W".**

The delayed ("DEL") grade would remain intact.

All time references are in the context of a regular semester.

During weeks 1, 2, 3 & 4 of a regular semester, an individual who *officially* leaves a course is defined as having "dropped" the course—no permissions are required and nothing appears on the student's permanent record card regarding the course which is dropped. A student may drop a course at the registration office, an academic advising office, using TRAIN (phone registration system) or STARUMSL (student computing labs). This is the existing policy which we support.

During weeks 5 through 12 of a regular semester, an individual who *officially* leaves a course is said to "withdraw." The individual's name is included on the official class roll and the name will appear on the grade sheet issued at the end of the semester. The date of withdrawal is noted on the grade sheet. Present policy results in a student being assigned either an "EXC" (excused) grade or a grade of "F." The "F" is calculated into the student's grade point average; the excused grade has no impact on one's grade point average. **We are recommending a change.** No permission would be required and a grade of "W" would automatically be assigned with the processing of the withdrawal. The "W" grade would have no effect on one's grade point average; both the course and the "W" grade would appear on the permanent record card. Faculty members would be notified immediately upon the student's withdrawal from the course.

Presently there are no withdrawals after the twelfth week except in exceptional circumstances as determined by the instructor and the dean's office. In most academic units, the determination of whether the circumstances are or are not exceptional is delegated to the instructor of the course. If approval is granted, the grading is as described in the first part of the preceding paragraph. **We are recommending a change** which would automatically delegate the determination of whether or not there are exceptional circumstances to the course instructor. If the instructor approves of the late withdrawal, the "W" grade (described above) would be assigned with the assigning of grades at the end of the semester; if the instructor does not approve, a "regular" grade is assigned at the conclusion of the semester. Regular grades are: "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," "D," "D-" and "F" for undergraduates; there are no "D+," "D" or "D-" grades at the graduate level.

Proposed Changes in the Grading System at UM - St. Louis for Individuals Who Leave Courses in Which They are Officially Enrolled

Recommendation: **To make the "Y" grade a permanent grade.**

If a student neither *officially* drops nor withdraws from a course, but stops attending , the faculty member will need to determine whether or not there is basis for a grade. If there is basis for a grade, a regular grade is assigned at the end of the term. If there is no basis for a grade, the instructor currently assigns a grade of "Y". This grade changes to an "F" at the end of one year unless changed by the instructor to an "EXC" (on a grade change form accompanied by an approved withdrawal from the course). **We are recommending a change.** We recommend that a regular grade be assigned if there is basis for a grade; if not, that the "Y" grade be a *permanent* entry on one's permanent record card with no impact on one's grade point average. It would *not* change to an "F".

[Note: current policy results in the "Y" grade administratively changing to "F." There are times when the "Y" grade is *administratively assigned* even though a faculty member has no intent for a grade of "F" to be the desired outcome. For example if an instructor assigns no grade, the registrar has been instructed to assign a grade of "Y" which ultimately becomes a grade of "F." Also, if a faculty member assigns an "EXC" grade to a student who has not *officially* withdrawn from the course, the "EXC" is not able to be processed by the registrar's office and is changed to a "Y" by that office which effectively assigns the student a grade of "F."]

Proposed Policy Regarding Entering Classes

The Senate recommends that students not be allowed to enter courses (undergraduate and/or graduate) following the first week of a regular semester without the written consent of the instructor.

Senate Computing Committee Report

April 27, 1999

The Senate Computing Committee met in February and March to discuss various initiatives. Some SCC members also attended an open forum meeting on Intellectual Property Rights along with members of the Video and Instructional Technology and Library committees. Announcements follow.

1. The SCC has come to resolution on the Instructional Computing Enrichment initiative proposals and the second round of Faculty Desktop Enhancement proposals. Letters will be going out to applicants later in the week.

2. Campus Computing has been working on enhancements to the UMSL web pages. You may have noticed changes in the look of the directory page. A new "search engine" is also available, which allows people to search for keywords on web pages stored on jinx (not student pages). I encourage everyone to take this opportunity to check their pages and change or remove any that are out of date or non-functional.

3. We bring forward the following resolution for the Senate to consider. Justification is provided below.

RESOLUTION

The Senate of the University of Missouri - St. Louis recognizes the need for allowing laptop computers to be an option under the faculty and staff desktop programs. We recommend that the Chancellor authorize the Coordinator of Campus Computing, any other appropriate administrative representatives, and the Senate Computing Committee to develop guidelines and procedures for implementing this option by Fall 1999.

JUSTIFICATION FOR RESOLUTION

Laptops are very beneficial for many activities carried out by faculty and professional staff. They facilitate easy entry and exchange of information between faculty and research subjects for those whose work takes them out into the community on a regular basis, or those involved in partnerships with local or national institutions. The University's image is enhanced when faculty and staff give high-quality presentations at professional conferences and other off-campus sites as part of their duties (research, teaching, or outreach). Allowing faculty a single platform on which to develop and display research results and teaching materials will further increase the level and quality of these activities in a way which occasional access to a portable system (i.e., 'checking out' a laptop for a limited time) cannot. Laptops make it easier for faculty to continue scholarly activity, teaching, development, and daily communication with UM-St. Louis colleagues when they are out of town for short or extended periods of time.

Currently, laptop systems are more costly than desktop systems, although the price differential is decreasing over time. It costs more to get the same features (hard disk size, computing speed, memory) for a laptop than for a desktop. Laptops cannot be repaired in house, and pose somewhat higher risks for theft or damage. Because of the price differential, some faculty (and administrative/professional staff covered by the University's staff desktop program) have purchased low-end laptops with their own funds or departmental resources to supplement their desktop systems. It is the view of the Senate Computing Committee that University resources are better used toward systems that comply with the (evolving) UM-System hardware standards for several reasons. First, faculty will make better use of the advances in technology if they are not limited by software tools that must run on inadequate, outdated systems in their homes or systems which do not run all software available on their campus machine. (Unless each faculty member purchases a system for their home and replaces this every four years, they quickly find their home computing power several generations behind current technology.) Second, the overall campus monies spent on computing will be less if faculty can purchase a single laptop system -- connected to the internet from a single port in their office or classroom while they are on campus, and connected to the internet via modems when they are at home or away at conferences or research sites -- instead of two redundant systems (one desktop, one laptop) and two internet ports in each office. Finally, adherence to the UM-system standards is expected to be imposed by the system for any computer purchases -- not just those through the faculty plan.

Concerns have been expressed about the potential misuse of laptops by faculty, namely, that faculty will not check e-mail or access university information from the web or other systems on a regular basis. Some have also speculated that faculty will keep their laptops at home and have no connection to the internet while on campus. The Senate Computing Committee believes these concerns are, in most cases, unfounded. Personal experience shows that student contact is increased, rather than decreased, if faculty begin using e-mail and the web to communicate with students outside of class. The access to high-speed lines currently bring many students and faculty to campus when they need to use the web extensively: this would not change if faculty had laptops rather than desktops. The SCC strongly believes that it is better to couple the privilege of receiving a laptop with the associated responsibilities the faculty member will assume than to prohibit laptops as an option. Since at the present time, the price differential would need to be supplied from departmental funds or grant monies, requiring the endorsement of the department/principal investigator seems to be a natural solution. Note that many faculty may still prefer desktop systems because of keyboard size, screen size, security, and cost issues.

In summary, there are numerous cases where a member of the UM-St. Louis faculty or administrative/professional staff would better advance the mission of the University if they had a laptop rather than a desktop system. The Senate Computing Committee understands that the decision to allow this option is one that must be made at the Chancellor and Vice-Chancellor's level. We bring forward this resolution for the Senate to consider.