



President's Bulletin

University of Missouri

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TO: THE FACULTIES OF THE UNIVERSITY OF MISSOURI
FROM: THE ACADEMIC PLANNING COUNCIL

The President's Bulletin of 25 January 1974 contained a calendar for preparing the University Academic Plan. This calendar called for a first discussion draft to appear soon after 27 February 1974.

This issue of the Bulletin carries the first tentative version of the University Academic Plan. In accordance with the calendar, this draft is to receive comment by the Intercampus Faculty Advisory Council as well as by campus academic leadership. These comments are to reach the Academic Planning Council by 15 March, whereupon the latter will draw up a final discussion draft of the Plan. This final draft should reach all faculty members shortly after 1 April. At that time each campus will arrange for full discussion of the proposed University Academic Plan.

It is important to note that the proposal which follows is only the first version of an academic plan. It is being distributed to all faculty members so that everyone may be aware of what the Intercampus Faculty Advisory Council is currently reviewing. After further deliberation and drafting have occurred, the faculty of each campus will be asked to advise and comment upon a later proposed Plan. This series of discussions will bear significantly upon the Academic Planning Council's final recommendations to the President.

Much thought and many changes doubtless may be necessary before a University Academic Plan is adopted by the Board of Curators. Further editions of the President's Bulletin will attempt to keep the faculty informed about and involved in the planning developments.

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TENTATIVE VERSION

RESPONSIBILITIES OF THE UNIVERSITY

The University of Missouri is a single, public University which offers baccalaureate, professional, and graduate degrees in nearly all academic disciplines and professional fields. In the public sector of Missouri higher education, the University is the only institution providing doctoral programs and advanced training for the professions.

The University of Missouri subscribes to the basic land-grant philosophy. Thus, it must provide excellent programs for Missouri students who have the academic ability and motivation to benefit from a university-level education, regardless of their economic status. This philosophy also makes it important that the University pursue its functions of research and extension in addition to teaching. Similarly crucial is the University's performance of many varied services for Missourians which arise from an educational need, including health care, community surveys, and advice and counseling for business and industry.

These functions constitute the designated responsibilities of the University. In carrying these forward, the University will, of course, always seek to strengthen its relationship with Missouri's other institutions of higher education, those both with public and private support.

POLICIES BASIC TO THE UNIVERSITY ACADEMIC PLAN

Only by making the four campuses a single University and by determining where and to what extent various academic programs can hereafter best be offered, will the University of Missouri continue to be a place where teaching, research, and extension can thrive.

The University will be comprehensive and each campus shall have some specific University responsibilities, especially at the advanced professional and doctoral levels. While each campus will have a range of programs, it is not intended that each will be comprehensive in scope.

Improvement in the quality of its offerings and programs is a major and continuing responsibility of the University. The excellence of the institution must be a prime consideration in all decisions.

The University of Missouri must strive to meet the expectations and needs of Missouri's citizens and of the scholarly world within budgetary realities and needs and desires of students and society. Funds, staff, and faculties must be used in the most efficient manner.

Consideration for students will have a major effect on academic decisions. Programs will be made as accessible to the students as possible. The University intends to eliminate barriers that restrict the student's ability to transfer or to move from campus to campus.

Where archaic and stereotyped educational concepts exist, they must be replaced by those that are new and flexible. Fresh emphasis must be given to improving counseling and advisement, to opportunities for independent study, to availability for credit through examination, and to other means for achieving advanced placement.

The University must offer the opportunity for faculty to have a productive and personally satisfying career and to serve a variety of roles. Many different combinations of instruction, research, and extension efforts are appropriate for faculty members. The opportunity to engage in interdisciplinary programs as well as to cooperate with colleagues in other departments and other divisions on all campuses is to be encouraged.

Every effort must be made for better use of technological assistance in bridging the distance between classrooms and between campuses.

The presence of specialized facilities will continue to influence the contribution expected from each campus.

The University will take into consideration the offerings of other institutions of higher education in the State and in the region as it develops its total program.

PURPOSE OF THE UNIVERSITY ACADEMIC PLAN

The University Academic Plan has been designed to foster a general understanding among students, faculty, administrators, curators, and public of the University's long-term commitments to program change and improvement during the decade 1975-85. To strengthen the University's teaching, research, extension and service will require judicious allocation of resources, careful planning, and significant adjustments in program and campus expectations.

The University Academic Plan, subject to periodic review, determines the basis on which new resources are requested and assigned, and internal changes undertaken to release existing funds for reallocation. It is the rationale which the broad program assignments set forth in Role and Scope* are to be implemented. In short, the Plan designs the University's future changes.

Creating the University Academic Plan has been difficult and challenging. Relationships among the campuses have been scrutinized for ways of heightening cooperation and reducing duplication. As a result of extensive discussions among faculties and administrators, decisions have been reached concerning which programs to sustain at present levels, which to curtail or eliminate, and which to advance or initiate.

In preparing the University Academic Plan, careful attention has been given to the policies set forth above, to the Academic Plans of the several campuses, to the reports of the visiting discipline evaluation teams, and to the best interests of a comprehensive University which faces a decade of serious limitations. Therefore, as a statement of academic restructuring, the University Academic Plan looks toward attainment of a single University with four campuses, which can have distinction in scholarship, teaching, research and public service.

The Plan recasts a large university founded in both the state and land-grant traditions of the nineteenth century into an institution designed for the rapidly changing society and scholarship of the late twentieth century. It is a Plan to incorporate the best of the American university of the past with the needs of the future. It is a Plan which calls for innovation in the traditional areas of university activity in keeping with a developing public concern over the future status of higher education. It is a Plan which recognizes the sharp realities of drastically limited financial resources, declining birthrate, scarce natural resources, and new relationships in the nation's social, political and economic arenas.

GOALS OF THE CAMPUSES

This recital of University planning objectives must build upon statements included by the four campuses in their proposed Academic Plans. Copies of these statements are appended hereto and may be summarized as follows:

The University of Missouri-Columbia sees itself as an extensive campus whose mission is to provide a "liberal education in a variety of disci-

* President's Bulletin, Feb. 2, 1973, "The University of Missouri: Its Future."

plines, vocational training to those who desire it, and advanced professional training in most vital fields." Particular attention is given to performing its mandate as a land-grant university in research, resident, and extension instruction, and in producing information and knowledge to support these educational purposes. Enhancing its ability to perform these multiple functions are interdependent relationships between individuals, departments and divisions. It is this relationship between the components which makes UMC a university rather than the components themselves, and which has brought exciting developments in recent years.

In another vein UMC views itself in terms of two different missions, one as the "autonomous" university and the second as a "public or popular university." The former refers to an institution committed to scholarship and to conservation and transmission of culture which enhances human potential. The latter adverts to a public, land-grant university dedicated to mass education and the generation of knowledge and services useful to the "legitimate concerns of society." It is believed that despite the potential conflicts between these two missions, an environment can be created which will permit the accomplishment of both at a high level of performance. Such an environment can be gained through organizational innovation which encompasses flexibility and responsiveness.

The University of Missouri-Kansas City, located in the state's second largest populated area, declares its future direction to be the consolidation of its present strengths and the development of those programs most appropriate to its mission as an urban university. The purposes will be achieved through quality instruction, eminence in scholarly and creative endeavors, and leadership in continuing education and public service. Its urban commitment "will be directed through the continued support of liberal and professional education as well as the development and maintenance of quality programs in the health sciences, in the performing, interpretive, and visual arts, and in urban studies." In emphasizing these three areas, the campus reiterates its adherence to the concept of a "true university" and to its need to provide a home for scholarship as a base for service.

The University of Missouri-Rolla asserts that its mission embodies these basic concepts: that the main thrust of the campus centers in engineering and science; that the campus offers the University's only programs in mines and metallurgy; that the campus arts and sciences programs complement the engineering programs as well as offer baccalaureate degrees in the arts and sciences; that students constitute a major concern in academic decisions; and that provisions be made for independent study improvements and for a variety of means of obtaining credit through examination and advanced placement. Closely related to these concepts, UMR views other factors as significant in constructing its academic plan. Among the most important of these are its responses to the energy and materials crisis, to the problem of pollution, to the rapid growth of the area between St. Louis and Springfield, to the need for non-traditional undergraduate and graduate programs which would meet societal needs, and to the demand to "integrate the knowledge and values of the social sciences and the humanities with the professional programs in engineering and science and also to provide an understanding of technology for students in nontechnical programs."

The University of Missouri-St. Louis, placed in the state's most populous area, also viewed its mission as an "urban obligation" but with considerable differences in specifics. UMSL stressed the need to overcome the gap between resources and its charge to provide for "high quality, traditional university study" as well as to "specialized programs... appropriate to its urban community." Beyond these basic concerns, the campus emphasized the obligation to serve "the unmet needs of the area's population by providing new opportunities for undergraduate and graduate study..." Such opportunities include extensive assistance to low income and minority students; adult, continuing and external degree programs; development of a humanistic and cultural learning center; generation of

interdisciplinary programs; further exploitation of the varied and rich resources of the urban environment for research, internships and enrichment of education activities; and new means for cooperation with local educational and cultural institutions and with other University campuses, both to incorporate local resources and avoid duplicating efforts.

CONTENT OF THE UNIVERSITY ACADEMIC PLAN

The University Academic Plan organizes the University's existing and projected degree programs into three parts, the details of which follow. These parts will be the guide when personnel and budget requests and allocations are made. The Plan emphasizes the need for intercampus collaboration and general academic coordination. Assignments to the three parts of the Plan are made within the framework of "Role and Scope." It is understood that such assignments will be reviewed periodically for evidence of accomplishment and continued appropriateness. The Plan provides for a basic core of educational offerings and degree programs on each campus, while recognizing that adjustments in these assignments may be required from time to time because of changing needs and resources.

Related fundamental changes are anticipated in research and in extension as well as in the areas of university administration and development as the academic shifts take place. The changes must include termination of certain activities as well as economies of operation to provide funds for reallocation to selected existing academic programs and to the establishment of new programs.

Decisions concerning the University Academic Plan's content were based on several assumptions:

1. That for planning purposes the University must assume that in the next decade there will be continuing demand for resources to meet a variety of public needs and we must therefore anticipate that not all of the University's legitimate needs and aspirations can be met.
2. That as funds do become available through new appropriations or from internal reallocation, they will be used to support, so far as possible, programs listed in Part One of the University Academic Plan.
3. That the University must avoid every unnecessary program duplication, since funds clearly do not permit a full range of degree programs on each campus.
4. That every effort will be made to release funds through reorganization and reductions in administrative areas throughout the University. Study shall continue of university-wide activity as possible sources of funds for reallocation to campus academic programs.
5. That the University Academic Plan contains no quota for any campus. Rather, decisions on assignments among the Plan's parts are made according to perceptions about institutional needs, quality and anticipated success. The benefit-cost indices used in creating the campus academic plans have provided highly pertinent insights as final decisions were made about each program.
6. That an important advantage soon available to students and faculty will be the university-wide Doctoral Faculty arrangement. The involvement of qualified faculty on each campus in doctoral training will permit abridgment in commitments and plans for doctoral programs. The Doctoral Faculty concept should provide the foundation for growing collaboration among kindred disciplines from the campuses.

7. That programs with low or diminishing enrollments may logically be expected to reduce program offerings.
8. That the University must seek more ways to supply program opportunities to students through cooperation with other institutions in Missouri and nearby states. The University looks with interest at the discussions now underway among MASUA institutions concerning sharing of doctoral program opportunities.
9. That the University has been obliged to put aside many academic programs which campus mission and public need clearly require. None of the four campuses can fulfill the commitments in their location and purpose, given the acute fiscal shortages which have developed in recent years.

The University Academic Plan's three parts offer no invidious distinctions among the programs so grouped. Rather, the purpose is to have degree programs which can be supported adequately by available resources. Some programs will be more dynamic than others; some will have more complex missions than others. However, all programs to be carried forward will seek excellence within the scope of their charge. In some cases this will require realistic reestablishment of program responsibility so that faculty members will not face expectations which staff composition, funding and physical assets cannot meet.

The three parts which constitute the University Academic Plan are defined as follows:

Part One

Includes existing or proposed degree programs, or portions thereof, which are candidates for new or additional University resources:

Category A. Degree programs, or portions thereof, which shall receive primary consideration for new funds.

Category B. Degree programs, or portions thereof, which shall receive secondary consideration for new funds.

Part Two

Includes existing or proposed degree programs, or portions thereof, which are to be continued or inaugurated at current levels of funding. This assumes that such programs shall be eligible for added funding to meet inflationary costs, salary and wage increases and enrollment demands.

Part Three

Includes existing degree programs, or portions thereof, which because of limited or declining enrollments, changing societal needs, or unusually high costs will be considered for reduced funding:

Category A. Degree programs, or portions thereof, which require special examination and may be subject to reorganization or change in focus or reduced in scope.

Category B. Degree programs, or portions thereof, which shall be terminated.

The University Academic Plan also mentions some of those programs which could not be included in the three Parts of the Plan. Such mention seeks in a small way to indicate the many other programs which the University would begin or continue if funding would allow.

PHILOSOPHY STATEMENTS

Campus Academic Plans

PHILOSOPHY STATEMENT

UMC Campus Academic Plan

The University of Missouri-Columbia has a long history and tradition as a comprehensive university, serving the entire state and region, whose missions, purposes and responsibilities have evolved in response to the growth of knowledge and individual and societal needs. Its current organizational structure has emerged from these multiple responsibilities over time. It is an institution which fulfills simultaneously the purposes of providing a liberal education in a variety of disciplines, vocational training to those who desire it, and advanced professional training in most vital fields. Thus it carries out the mandate of a Land-Grant University in research, resident and extension instruction and produces information and knowledge to support these educational purposes. Its ability to perform multiple functions is enhanced by an impressive array of interdependent relationships between individuals, departments and divisions. Many of the more exciting developments in recent years have been made possible or facilitated by this mix of disciplines and missions.

Because the University of Missouri-Columbia is a complex organization, it is difficult to examine its various components in isolation. The role of the department, the division or the many degree programs can only be understood in reference to the whole organization. This perspective characterizes the attached documents. Although judgments have been made with regard to program priorities, these judgments would likely be modified if viewed from the perspective of an institution with more limited academic objectives and responsibilities. In some cases, a benefit is assigned to a department or division because it plays a significant supporting role for some other department or division whose benefit may be more clearly recognized and understood. Clearly, the University of Missouri-Columbia cannot be evaluated incrementally except as its various parts and programs relate to the larger objectives of the organization.

The members of the Campus Academic Planning Council (CAPC) do not regard the attached as a final document. Rather it represents an extensive revision of degree program structure, an inventory of some of the resources of UMC, and some preliminary evaluation of the current and future contributions of those resources to the objectives of the University. Its deficiency lies in the inability to fully identify the extent to which the resources and programs are interdependent and the extent to which that interdependency contributes to the accomplishment of the University's goals. It has been a source of frustration to the CAPC that the form in which this inventory is reported does not provide for an accurate accounting of relationships, for the relationship between components makes UMC a university rather than the components themselves. The current document, therefore, is viewed as an initial phase providing a resource upon which continued strategic planning should be based rather than a final plan, even if for a relatively short period.

UMC as a comprehensive University, is best viewed in terms of two broad and general missions which are philosophically

complementary. Martin Trow in a recent article in *Daedalus* refers to the "autonomous university" and the "public or popular university." UMC is both--a University committed to scholarship and conservation and transmission of culture which "enhances human potential" (the "autonomous university")--and a publicly supported Land-Grant University committed to mass education and the generation of knowledge and services useful to the "legitimate concerns of society" (the "public university").

Educators and scholars usually weigh "autonomous functions" heavily when they evaluate the excellence of an institution. The Cartter Report and the more recent Roose-Anderson Report provide overall ratings to universities on the basis of the academic quality of the basic arts and sciences. The criteria for evaluation of the "popular or public function" are radically different from those mentioned. For in its public function the University must provide an opportunity for advanced and professional education for a large proportion of the students of the State and must produce and disseminate information and knowledge in a useful form. There is no choice but to retain a commitment to both; for to forsake the "autonomous purpose" in pursuit of its "popular purpose" would be to lose claim to its position as a University; and to make an exclusive commitment to the "autonomous university" is to deny its basic charge to the citizens of this State and the Land-Grant tradition.

Although there may be potential conflicts between the two purposes, they can be complementary and result in a mutual enhancement of effort. Through organizational innovation, an environment can be created in which excellence can be achieved in the accomplishment of both purposes. Such an environment must allow for the necessary interdisciplinary interaction to occur which can rapidly respond to changing needs and demands placed upon the University. This environment is greatly influenced by the organizational framework within which all programs operate. An effective organization for this purpose must minimize the barriers which will prevent faculty with common interest from working together across all departmental, divisional and discipline channels, provide for motivation to undertake these activities and reward those who excel, and make available supportive personnel, equipment and facilities necessary to achieve success. It should at the same time require the minimum amount of basic structural change.

One structure that will provide flexibility and responsiveness to public needs as well as frequent and effective interaction with the basic disciplines would take on the appearance of a matrix organization structure. New programs could be implemented when sufficient demand, financial resources and faculty interests occur; likewise, programs could be disbanded easily when these factors no longer exist.

The basis for further planning and for organizational innovation involves a recognition of the fundamental difference but necessary interdependence between the academic core of the University and its public missions. Continued effort to upgrade the academic standing and integrity of the disciplines which represent the intellectual and scientific resource base of the University not only would enhance the academic standing of the University, but would provide simultaneously the basis for more creative and effective performance of the public missions. In fulfilling the public missions of the University, there is the need for organizational innovation which will enable flexibility and responsiveness to public needs as well as frequent and effective interaction with the basic disciplines.

The academic core represents a relatively stable base of excellence around which a dynamic and responsive public university fulfills its purposes. The comprehensiveness of UMC as reflected in the attached document is a base of strength for continued and more effective performance. To capitalize on that strength will require a continuation of strategic planning with organizational innovation and a commitment to excellence as the objectives of that planning.

PHILOSOPHY STATEMENT
UMKC Campus Academic Plan

The University of Missouri-Kansas City, strategically located in the second largest population center of the state, has both the opportunity and obligation to serve this region in particular, and society in general, by continuing to consolidate its existing strengths and by developing those programs most appropriate to its mission as an urban university. The objectives of UMKC are to assure quality instruction, attain eminence in scholarly and creative endeavors, and to provide leadership in continuing education and public service across the broad range of disciplines.

The programs of the University must be based on a sound foundation in the liberal arts and sciences. The College of Arts and Sciences will therefore continue to play its central role in meeting the University's most significant missions including the development in its students of cultural awareness and a compassionate understanding of themselves and of the problems of our society. Being at the center of the academic enterprise, the College must be distinguished by quality, integrity and vigor in its own right. Furthermore, in addition to the fundamental academic strengths essential to its core responsibilities, the College must possess the capability of discharging effectively its responsibility of supporting the professional schools.

The most effective commitment of the resources of the University of Missouri at the UMKC campus, with its urban perspective, will be toward the continued support of liberal and professional education as well as the development and maintenance of quality programs in the health sciences, the performing, interpretive and visual arts, and urban studies. The main thrust of this development and maintenance will be to strengthen further those areas to which UMKC has already devoted considerable resources and with which it can respond to some of the major needs of urban society. Among the distinctive areas this institution has already developed are undergraduate, professional and graduate schools which, by their nature, contribute to the professional, service, and cultural resources of the urban community: health sciences; law; public and business administration; education; and the performing, interpretive and visual arts. In addition, UMKC must subscribe to continued and increased support of basic and applied research activities, instructional and curricular innovation, continuing education, and leadership in public service related to community needs and resources.

The University of Missouri-Kansas City is in a remarkable position to multiply its capabilities as an educational and research center as well as to serve its community. Its own facilities are complemented by the availability of numerous community resources-- such as Linda Hall Library of Science and Technology, the Midwest Research Institute, the Nelson Gallery of Art, the Kansas City Philharmonic, the Lyric Theatre, several affiliated health care facilities, the regional governmental, industrial and legal systems centers, a variety of public and private educational systems,

the Harry S. Truman Library, and the community itself as both a laboratory and partner.

Building upon such an academic base and its community resources, UMKC can best serve the future by devoting particular attention to the health sciences, the arts, urban studies, and by offering programs of national distinction leading to the highest professional and/or graduate degrees in those areas, along with their essential post-graduate continuing education activities. Programs in the health sciences should include the already established Schools of Dentistry, Medicine, and Pharmacy, plus related departmental activities in the College of Arts and Sciences and in health services administration in the School of Administration. Developments in the arts utilizing the resources of the Conservatory of Music, the University Playhouse, and the College of Arts and Sciences should focus on the performing, interpretive and visual arts. Urban studies should include the general concerns of the School of Administration, the School of Law, the School of Education, and the social science, science, and environmental programs of the College of Arts and Sciences, in addition to other special programs with urban emphasis. It is essential that attention be given to the development of additional programs (e.g., social work, nursing, allied health, ethnic studies, and urban planning) designed to meet the needs of society and to complement programs already in existence.

UMKC has both a particular responsibility and a challenging opportunity to make its resources available to meet a broad range of educational needs of the area, whether these needs be aspirations of individual citizens or the collective needs of society. Along with providing an opportunity for a liberal education and for advanced graduate study in the several arts and sciences, it should concentrate on graduating skilled professionals in the health sciences, administration, education, law, and the performing, interpretive and visual arts. It should educate and train persons to deal with problems in urban education, welfare, and government. It should develop programs appropriate to the educational needs of those for whom the traditional curriculum, campus and college calendar are inappropriate. It should cooperate with other institutions of higher education to improve and increase the educational resources and opportunities of the area. UMKC must be prepared to extend the learning experience beyond its present boundaries and to think in terms of education transcending the traditional concept of classroom and campus.

Above all, UMKC must remain a true university. It must provide a home for scholarship as well as a base for service. It must remain sufficiently resilient in its philosophy and flexible in its organizational structure to enable it to respond appropriately in both areas. Only then will it best serve the needs of the region and society, and, at the same time, serve as an enlightened leader for constructive change.

PHILOSOPHY STATEMENT

UMR Campus Academic Plan

The Rolla campus of the University is fully cognizant of the necessities that lie behind the Role and Scope planning and of the opportunities and responsibilities, as well as the constraints and concerns, that confront the University in the decades of the 70's and 80's. It is therefore with due regard to the basic concepts of the February 2, 1973, Role and Scope statement that each department, the schools, the college, and the campus have written their respective academic plans. Among these basic concepts are the following: that the main thrust of the campus will be in engineer-

ing and science; that the campus will have the University's only programs in mines and metallurgy; that arts and sciences programs must complement the engineering programs and provide opportunities for a baccalaureate degree in arts and sciences; that teaching, research, extension and service are four fundamental functions of the University; that consideration for students constitutes a major concern in academic decisions; that programs will be made as accessible to the students as possible; and that provisions must be made for improvement of counseling and advisement, for opportunities in independent study, including the freedom to receive credit through examination and other means of achieving advanced placement.

Apart from these basic Role and Scope concepts, there are a number of other factors that have influenced the construction of an academic plan for UMR. Principal among these are the present energy and materials crises; the fully recognized but unsolved problems of pollution and its control; the increased population growth along Interstate Highway 44 between St. Louis and Springfield and representing a geographical area largely neglected by the University of Missouri and private colleges and universities; the increasing demand by the public that universities be responsible to societal needs and that they be more "budget-conscious"; the need to supply both undergraduate and graduate education for those who may not otherwise be eligible for traditional academic programs; and the increasing realization of the need not only to integrate the knowledge and values of the social sciences and the humanities with the professional programs in engineering and science, but also to provide an understanding of technology for students in non-technical programs. A final and major factor influencing this academic plan is, in fact, the concept of one university with four campuses, and the consequent need to develop the Rolla campus as one of those campuses, each of which is by Role and Scope to "have a range of programs" although not "comprehensive."

As a consequence of these basic premises the academic plan for UMR must give careful attention to the needs of its students, especially to those factors affecting their academic success, including not only degrees and programs, but also learning technology, library, laboratories, etc. (The paragraph on Learning Resources will be more specific in this regard.) Furthermore, inasmuch as engineering and science are the basic thrusts of this campus, UMR must retain or as necessary develop a breadth of degree programs basic to engineering and science in order to serve both student and public needs. As part of this technological emphasis, the campus must also provide research, programs and studies bearing upon pressing national needs; foremost among these needs, currently, are the energy and materials crises and environmental and ecological problems. In one way or another these two major public concerns affect almost every engineering and science department on campus. Responses by these departments will vary, but each should give attention to a variety of methods, including the development of pertinent courses and areas of study, research, extension and service. With respect to research, for instance, not only must new research areas be considered, but also shifts in present research structure from mostly basic to a balance in applied will likely occur in some research programs. Degree programs in Mines and Metallurgy, for which the campus is nationally and internationally recognized, provide significant national fractions of mineral and energy-related engineers essential in meeting current and long-term energy and mineral needs of the state and nation. It is critical that these programs remain a vital and fundamental part of the campus mission.

Programs in the social sciences and the humanities are not unrelated to these immediate technological concerns, nor to the basic mission of the campus; faculty in the social sciences and humanities must therefore explore their traditional definitions and roles to discover special ways to contribute to this general mission of the campus. This stipulation does not mean that the traditional role of the humanities and the social sciences in a university education should be slighted; indeed, granted both the technological orientation of the students at UMR and

the increasing complexity and uncertainty of the society in which they will be living and working, the traditional knowledge and values of the humanities and the social sciences are imperatives.

Apart from its role in the basic mission of the campus, the College of Arts and Sciences, especially the humanities and the social sciences, must develop those degrees and programs to satisfy an educational need (and opportunity) not otherwise generally available to the citizens of southcentral Missouri. In this regard, the campus must be fully cognizant of the special needs and limitations, such as economic and cultural conditions, that affect the area citizens in their desires for an education. In these areas of general education, the campus must also consider its role as one campus of the University and its own definition as a university.

In all disciplines, each present and proposed program must meet certain criteria; primary among these are sufficient student quality and demonstrated demand of both the program and the students. UMR has achieved an outstanding quality in both its undergraduate and graduate student bodies; this commitment to quality must be a sine qua non for all academic planning. The demonstrated student demand must be viewed in light of the available sources of degree recipients to meet the needs of the state, primarily, but also the nation, as well as the strengths of the campus to educate them. With respect to established programs, if either enrollment or quality is deficient, a program must be seriously considered for elimination unless provisions can be demonstrated for its improvement. Furthermore, all existing programs will be continually examined, and any program that ceases to respond to sufficient criteria will be terminated. The initiation of new programs will be carefully reviewed to establish the need, the student potential, employment opportunities, and their value to society, the individual, the campus and the university. With respect to the present academic planning, and in future evaluations of degree programs as well, each academic unit must exercise a benefit-cost judgment either to continue or to add degrees. This benefit-cost index must be seen as an ongoing fact of academic planning, which must not be simply assumed, but judiciously demonstrated and adhered to.

In matters of general curricula concern, a review of course requirements at the undergraduate level will be initiated to permit, if possible, additional freedom of elective choice by the student to develop special groupings or interdisciplinary programs of his choice. Such programs would be planned only under the careful supervision of a program adviser. Unused and duplicate courses, both graduate and undergraduate, will be eliminated; further, curricula will be better coordinated to provide greater breadth in programs and a higher utilization of basic courses for greater efficiency. The campus, and each department and school or college individually, must continue its excellent cooperation with junior colleges, the state universities, and the other campuses, to insure the maximum in articulation for students transferring to UMR. Likewise, each department must give special attention to seeking minority students, staff and faculty, and the campus as a whole must exercise every effort possible in this direction. The campus will continue to offer, on an elective basis, the career and service opportunities of a military education which have been provided by the Army ROTC program since 1917 and, more recently, by the Air Force ROTC program established in 1971. As a final matter of curricula planning, the campus takes note that the University of Missouri does not provide a program in architecture. Should the University in the future determine that architecture is a program that belongs on the list of University offerings, its location at UMR would appear to be in the best interests of the public. Such a program would benefit greatly from the diversity of engineering and technological programs available at UMR, and would represent a further integration of programs on this campus through the aesthetic and engineering aspects of architecture.

Also, there must be an increasing commitment to the extension function as part of the regular faculty assignment. There will also be greater participation in statewide extension education programs in relation to problems within the state; as a consequence, the faculty must concentrate more effort on applied extension research in order to supply the knowledge necessary for these programs. Special emphasis will be given to extension programs for the citizens in UMR's geographic area, particularly Ft. Wood and along I-44. The Extension Division will assist departments in implementing proposed new degree programs in continuing professional education and will work with the departments in developing new methods for presenting these programs. Improved efficiency will result from the use of all types of educational media and from cooperative programs with the other campuses and other educational institutions in the state.

The Learning Resources Center (the library, instructional television, audio-visual aids, FM radio, the Counseling and Testing Center and the Computer Center's Educational Services Laboratory) will continue to be developed in order to support fully the educational endeavors of both teachers and students. Learning resources can benefit the campus by providing facilities and resource personnel to aid faculty and students, both on and off campus, in the development of their educational skills and by providing alternate methods of teaching as well as equipment to supplement additional modes of instruction. Audio-visual and television viewing carrels are planned in the library in addition to the listening facilities for the FM radio's subsidiary communications authority (SCA) programming. The Computer Center's Educational Services Laboratory will also receive consideration for the additional support necessary to expand its services. Revisions in the credit by examination program will be periodically considered; self-paced instructional programs will be initiated; and the development of plans by the University of Missouri for an open university program will be participated in. Finally, in recognition of the importance that good academic advising has for University students, the campus will continue plans to strengthen and expand its program of freshman advising--a program that includes the in-service training of a freshman advisor in each academic discipline.

To accomplish the goals of academic planning, the campus must project details of student enrollment and faculty needs. It should be noted that the goals recommended by various evaluation committees which visited the campus under the auspices of Role and Scope suggest that enrollment will increase at a rate greater than the CAP projections of July 13, 1973, which, if adhered to, would result in a level of staffing insufficient to attain the recommended goals. It is probably true that the present quality of undergraduate and graduate education could be maintained without increased faculty; however, if future enrollments should exceed those suggested by CAP, required faculty additions will have to be considered either through allocation of additional S&W funds by the campus or by reallocation of staff positions within the campus, assuming that some reallocation would be feasible. Obviously, availability of faculty (funds) will be an important criterion in the implementation of any proposed degree program approved for inclusion in the academic plan. If no additional funds are available at any given time, benefit-cost comparisons and other criteria will be utilized to determine the value and need of the proposed program with respect to existing curricula. The results of this evaluation might well result in the termination of an existing program in favor of the proposed one.

PHILOSOPHY STATEMENT UMSL Campus Academic Plan

Within the course of a single decade, the University of Missouri-St. Louis (UMSL) has achieved a sound academic base, has produced significant research, has educated thousands of students, and has become a

vital academic force in its community and State. Its outstanding young faculty has been inspired by the opportunity to initiate a new university and to relate their academic competencies and interests to the needs of an urban community. Increasingly, greater St. Louis has come to recognize UMSL as a resource for learning and as a partner in the quest to strengthen the area's economic base. To many citizens of the State's largest population center, the UMSL campus is the University of Missouri.

UMSL's Mission: The Urban Obligation

UMSL's mission has two basic and complementary aspects. On the one hand, it is committed to providing the best possible resources for high-quality, traditional university study, with all that that implies. At the same time, it recognizes its unique responsibilities to offer specialized programs of various kinds appropriate to its particular urban community. UMSL will therefore aspire to the following basic objectives:

- Continue to make accessible to the citizens of St. Louis the low-cost, high quality education opportunities currently provided.
- Address the unmet needs of the area's population by providing new opportunities for undergraduate and graduate study, in light of programs offered by other area institutions and by other campuses of the University.
- Provide a broad range of degree and continuing education programs for adults, utilizing traditional and innovative approaches such as external degree programs.
- Initiate additional programs designed to provide skilled and professional manpower required by local agencies and industries.
- Develop the campus as a community for humanistic learning and as a cultural center with opportunities for creative achievement and expression in the arts.
- Increase its service to lower-income students and minority groups through individualized educational programs, adequate financial aid, and vocational counseling.
- Serve as a catalyst in identifying, analyzing and developing solutions to socio-economic, educational and political problems of the region through applied research and extension services.
- Develop and coordinate relevant and significant interdisciplinary programs.
- Develop new ways of granting academic credit for achievement in college-level work in secondary schools, in work transferred from other institutions and in off-campus experience.
- Further exploit the varied and rich resources of the urban environment for research, internships and enrichment of educational activities.
- Continue to avoid parochialism by looking beyond local and regional problems and offering programs that have stature in the larger world of academic study.
- Cooperate with local educational and cultural institutions, and with other campuses of the University, both to incorporate local resources into educational programs and to allocate specific tasks where specialization of function among institutions is feasible.

Critical Need for Additional Support

UMSL's accomplishments of the past decade were achieved in an atmosphere of growth, anticipation and enthusiasm, shared by faculty, students and administrators despite barely adequate resources. But unsupported enthusiasm can only last so long. Existing programs at UMSL now demand far greater resource allocations simply to guarantee these recent achievements. For example, additional funds must be allocated to better the present student/faculty ratio of 26/1.¹ Quality instruction cannot be maintained with such a poor ratio. Student and faculty support services are almost non-existent and require immediate help. These conditions cannot be alleviated until the apparent disparity in the level of fiscal support for this campus is corrected.²

Additionally, funds must be provided for UMSL to diversify its services through new educational opportunities. A recent study by the Missouri Commission on Higher Education revealed that UMSL has as few program options as any public university in the State.³ The citizens of the St. Louis metropolitan area, comprising nearly 40 per cent of the State's population and generating approximately 47 per cent of its personal income, deserve additional educational programs. In this regard, national studies have predicted that there is an ever-increasing demand for educational programs, traditional and non-traditional, readily available for students older than the normal college age. UMSL must offer these opportunities. It must fulfill its mission of providing high-quality resources and programs for life-long learning at reasonable cost to the postsecondary population. Furthermore, UMSL must have facilities and personnel to extend its services and to expand its study of the area's complex urban problems which almost daily become more acute.

Because of financial limitations or family responsibilities, most UMSL students must attend a public university within commuting distance of their homes. The two private universities in the area are less able than UMSL to serve the broad educational needs of the community because of their rising tuition and their commitment to recruit out-of-state students. For these and other reasons, these universities are not accessible to the student population served by UMSL.

The final version of Role and Scope recognizes UMSL's urban obligation to serve "unmet needs unique to the institution's urban location." Only by diversifying opportunities and programs can UMSL meet those needs and provide higher education to large segments of the community.

Need to Develop New Programs

The development of degree programs has not kept pace with the phenomenal increase in enrollment, with the result that; (a) UMSL offers relatively few programs to serve a large student population, (b) students are frequently forced to major in areas which are only tangential to their real interest, and (c) critical community manpower needs have not been met.

A crucial need exists for greater breadth and depth in several areas of undergraduate, graduate and professional study. Development of new programs within the guidelines of Role and Scope can help provide opportunities for higher education to many citizens of greater St. Louis. But even within this limitation the campus will fall short of its potential and its ultimate mission.

¹Faculty/student ratio based on FTE enrollment and budgeted FTE faculty for instruction and departmental research at the instructor rank and above, Fall, 1973.

²A rough comparison of the level of State support for the University and UMSL is shown in Appendix A.

³See Appendix B.

UMSL can achieve some needed curricular diversification without incurring per-student costs substantially greater than those required to provide for enrollment increases. Funds ordinarily provided to support enrollment growth should be considered as funds for new programs. Funds projected for enrollment increases (approximately 3000 students) during the next five years should be used to develop new programs rather than continue to force the expansion of existing programs. Growth in some existing programs would be curtailed and more students accommodated in new programs, to the benefit of students and the community.

This document contains proposals to initiate programs deemed essential to UMSL's urban obligation. Planning has been guided by the premises that educational resources financed by the people can be efficiently utilized if they are near the people, and, hence, that every program offered or initiated must possess exceptional value to the overall University development and must address itself directly to the needs of UMSL's clientele. The objectives and programs proposed for UMSL's immediate future are minimal, reasonable and urgently needed. Their fulfillment depends upon the vision and determination of many people. Yet these objectives are vital to the University system as it seeks to meet its obligations to the citizens of Missouri in the coming decade.

THE UNIVERSITY ACADEMIC PLAN

The University Academic Plan which is contained on the following pages uses the disciplinary area organization indicated in the policy statement of February 2, 1973, "The University of Missouri: Its Future," (President's Bulletin).

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In these charts, new degree program proposals are shown by a preceding asterisk.

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12. POLITICAL SCIENCE AND ECONOMICS
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20. VETERINARY MEDICINE
21. ADMINISTRATION OF JUSTICE
22. MULTIDISCIPLINARY PROGRAMS

1. ENGINEERING & MINES AND METALLURGY	UMC	UMKC	UMR	UMSL
I-A				
I-B			*B.E. Technology	
II	M.S. Ph.D. IndE B.S., M.S., Ph.D., CivE, ElecE, MechE M.S. SanE Ph.D. ChemE M.S., Ph.D. AgE B.S. Eng. (Coop with UMKC)		B.S., M.S. Ph.D., D.E. ChemE B.S., M.S., Ph.D., D.E. CivE, ElecE, MechE B.S., M.S., Ph.D., D.E. CerE, GeolE, MetE, MinE, PetE B.S., M.S., Eng. Mgmt	
III-A	B.S. IndE B.S. AgE B.S. Ag. Mech. B.S., M.S., ChemE M.S., Ph.D. NuclE		B.S., M.S., Ph.D., D.E. AeroE MSCE Env & Plann. Eng. B.S., M.S., *Ph.D Eng. Mech B.S., M.S., Ph.D., D.E. NuclE	
III-B	B.S. AeroE.			

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Because of special concerns related to programs in engineering at UMC and UMR, a somewhat extended statement about these two programs is appended on the following page.

TENTATIVE VERSION

ENGINEERING STATEMENT

TENTATIVE VERSION

Degree offerings in Engineering and in Mines and Metallurgy represent a vital portion of the academic program of the University and justify continuing commitment for their support. Engineering programs at UMC and UMR are responding to the demands of a technical society and to the heightened concerns that energy needs and environmental problems have generated. In addition to the general importance of engineering, the continuing development of the state's mineral resources has emphasized the unique importance of UMR's degree offerings in Mines and Metallurgy. The significance of technology in the diagnosis and treatment of disease and the delivery of health care has motivated close ties between UMC's College of Engineering and the School of Medicine.

In determining the appropriate campus roles in Engineering for UMR and UMC, consideration has been given to statements included in the President's Bulletin of February 2, 1973. This document emphasized the role of the UMR campus in engineering and science-technology and the broad spectrum of programs offered at UMC, and in regard to engineering specifically stated:

"UMR will have a comprehensive program of engineering and mines and metallurgy from the undergraduate through the doctoral levels. . . . Within this assignment, the Campus Plan should call for combinations of existing programs which make sense academically and which create efficiency."

"UMC will have an engineering school which will, in effect, be the experimental educational engineering unit of the University. The school will be designed to take advantage of the great possibilities on the campus for multidisciplinary work and new concepts in engineering education. It will also provide engineering expertise for other schools on the campus."

It is expected that during the decade 1975 to 1985, enrollments in Engineering will increase and engineering programs will reflect humanistic and social concerns and societal needs with UMC further extending its interdisciplinary activity and UMR further developing its programs in the liberal arts to broaden the learning opportunities for the professional engineer.

Engineering programs are not low cost programs. Therefore, if the state's resources are to be used wisely, UMR and UMC must avoid unnecessary program duplication and assess the necessity for continuing programs where high costs reflect limited enrollments.

For this reason at both UMR and UMC some programs are identified as III-A category programs. These are, in general, programs with limited enrollments. It is expected that there will be further assessment of these degree offerings with the possibility of a modification of the scope of these programs and reduced funding.

It is expected that UMC and UMR will coordinate their activities and there will be identified in each campus's catalog and like publications, pertinent information about degree offerings and areas of special emphasis at the other campus. A consequence is expected to be joint planning on the part of the two faculties and an increased interchange of students as they identify the campus whose degree programs best meet their needs and interests.

Implied for all programs in Category III-A is an immediate review of existing programs in terms of enrollment projections, costs, and mission with the possibility of reduction in scope and a continuing assessment of the response of the program to student needs, budgetary demands, and organizational requirements as a basis for decisions concerning continuance or termination.

The coordinated UMC-UMKC undergraduate engineering program will be continued as an experimental program with controlled costs and enrollments. This pilot program can perhaps effectively demonstrate the one University concept where resources on one campus are extended to another to meet an identifiable educational need, and through coordinated effort on the part of the two campuses make judicious use of the University's resources. UMR plans to continue its Graduate Engineering Center program at the UMSL campus.

2. PROFESSIONAL EDUCATION	UMC	UMKC	UMR	UMSL
I-A		B.A., M.A. Option: Spec. Edn.		M.Ed. (Early Childhood)
I-B		B.A., M.A. Option: Early Child. Edn. M.A. Option: Voc.Edn; Edn. Tech.		M.Ed. (Career Edn.; Edn. Tech.; Speech Ther.)
II	B.S. Ed-El. Edn; B.S. Ed-Sec. Edn; B.E. Studies; B.S.M.T.; B.S.R.T; B.S.O.T.; B.S.P.T.; B.S. Ret.	B.A.-Elem. Edn. B.A./B.S. Health Edn-El. B.A./B.S. Health Edn-Sci.	Cooperation with UMC for B.S. of Edn.	B.S. Ed-Early Child; Elem; Spec. Sec.
III-A	M.A., M.E.D. - 25 emph. areas Ph.D., Ed.D. - 25 emph. areas MAPE - combined 15 degrees combined in Elem. & Sec. (Subject matter & Spec. Edn.)	M.A. option: Elem.Edn; B.A., M.A. Sec. Edn; M.A., Ph.D. Coun & Guid.; M.A., Ph.D. Edn. Adm.; M.A. Edn. Res.; M.A., Ph.D. Read Edn.; Ed. Spec.-Curr & Inst. Ed. Spec.- Read. Edn; Ed. Spec.-Coun & Guid; Ed.Spec-Edn,Adm.; Ph.D. Curr & Inst.; *M.Ed.- in all options; *Ed.D.-in all options		M.Ed.-El.Adm; El.Edn; El. Guid.; Sec. Adm.; Sec. Edn.; Sec. Guid.; Sec. Reading *Ed.D.
III-B		B.A., M.A. Option: Adult Edn.		M.Ed. (Adult)

Certain graduate programs are placed in Category III-A with the understanding that the three Deans of Education shall arrange jointly for the examination of these programs. The purpose is to propose the most efficient utilization of the University's entire resources in this field in which society's demand is uncertain.

TENTATIVE VERSION

3. PHYSICAL SCIENCE	UMC	UMKC	UMR	UMSL
I-A				*M.S. Chem. *M.S. Physics
I-B		*M.S. Env. Geology		
II	A.B., M.A. Chemistry M.S. Physical Science A.B./B.S., M.S. Physics A.B./B.S., M.A., Ph.D. Geology	B.A./B.S. Chem. M.A./M.S. Chem. *M.S. Earth Sci. B.A./B.S. Geology B.A./B.S., M.S. Physics	B.S., M.S., MST Chem, B.S., M.S., Geo. & Geog. M.S.T. Earth Sci. B.S., M.S., M.S.T., Ph.D. Physics	A.B., B.S. Physics A.B., B.S. Chemistry
III-A	Ph.D. Chemistry ¹ Ph.D. Physics	Ph.D. Chemistry ¹	Ph.D. Chemistry ¹ *Ph.D. Geo. & Geoph.	Ph.D. Chemistry ¹
III-B			Ph.D. Eng. Physics B.S., M.S., Ph.D. Geo. M.S., Ph.D. Geophys.	

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¹It will be a first task of the appropriate Doctoral Faculty Discipline Coordinating Committee to study the existing Ph.D. programs in Chemistry. The purpose of this study will be to recommend ways by which existing strengths within this doctoral activity might best be emphasized.

4. BIOLOGICAL SCIENCES	UMC	UMKC	UMR	UMSL
I-A				
I-B	A.B. Bio. Sciences			
II	M.A., Ph.D. Bio. Sciences	B.A./B.S., M.A./M.S. Bio. *Ph.D. Biology M.S. Microbiology	*B.S. Life Science	A.B. M.S.
III-A				
III-B				

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5. MATHEMATICAL SCIENCES	UMC	UMKC	UMR	UMSL
I-A				*B.S. Computer Sci. *B.S. Statistics
I-B				
II	A.B., M.A., M.S., M.S.T. Math A.B., *M.S. Comp. Sci. A.B., M.A. Statistics	*M.A. Applied Math M.A., M.S., B.A., B.S. Math	B.A., M.S. Applied Math M.S.T. Math B.S., M.S., *Ph.D. Comp. Sci.	*B.S. (Comp. Math) *M.S. Statistics B.A., M.A., *Ph.D. Math ¹ *M.A.T.
III-A	Ph.D. Math ¹ Ph.D. Statistics	Ph.D. Math ¹	Ph.D. Math ¹	
III-B				

¹It will be a first task of the appropriate Doctoral Faculty Discipline Coordinating Committee to study the existing and proposed programs in Mathematics. The purpose of this study will be to recommend ways by which existing strengths within this doctoral program activity might best be emphasized.

TENTATIVE VERSION

6. PSYCHOLOGY	UMC	UMKC	UMR	UMSL
I-A				
I-B	A. B. Psychology			
II	M.A./M.S., Ph.D. Psych.	A. B. Psychology M.A. Soc. Psych. M.A. Psychology Ph.D.	A. B., B.S.	A. B. Psych. *M.A., Ph.D.
III-A				
III-B				

7. HEALTH PROFESSIONS	UMC	UMKC	UMR	UMSL
I-A	B.S. Nursing M.D. Interns and residencies Family Practice OB-GYN Pediatrics Internal Medicine	M.D. M.S.N., D.D.S.		
I-B	M.S. Public Health M.S. Nursing (Med., Surg., Psychiatric)	Diploma-Oral Surg., Orthodont, Pedodont, Periodont		
II	R & I Programs: M.A. Physiol.; M.S. Biochem. Ph.D. Biochem. M.S. Path. M.S. Microbiol. (Med) Ph.D. Physiology Ph.D. Microbiol.	B.S., D. Pharm. B.S. Dent. Hyg. Dipl. Gen'l Dent. M.S. Oral Biol. M.S. Dent. Hyg. Edn. B.S. Med. Tech.		
III-A		Dipl. - Prosth., Endod, Oral, Path., Diag., Med., Radiol., Dent. M.S., Ph.D. Pharmacy, Pharmacology, Pharmaceutical Chemistry		
III-B	Gen. Preventive Med. M.A., Ph.D. Anatomy M.S., Ph.D. Pharmacology	M.S. Dent. (all) (drop in lieu of Diploma) I-B		

Among the new programs which the campuses believe are important to their missions but which apparently cannot now be scheduled are: UMKC, Ph.D. Oral Biology; UMSL, B.S. Allied Health, O.D. Optometry.

TENTATIVE VERSION

8. LEGAL EDUCATION	UMC	UMKC	UMR	UMSL
I-A		J.D.		
I-B	J.D. Law	LLM. Spec.		
II		LLM. Gen.		
III-A				
III-B				

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9. JOURNALISM, SPEECH, SPEECH AND HEARING SCIENCES, RADIO-TV-FILM	UMC	UMKC	UMR	UMSL
I-A	B.J. (Six areas)			*B.A. Speech Comm.
I-B	M.A. Journalism			
II	Ph.D. Journalism B.A., M.A., Ph.D. Speech and Dramatic Art	B.A., *M.A. Radio-TV-Film ¹ B.A. Speech & Hearing Sci. B.A., M.A. Speech Comm.		
III-A	Six B.J. Areas combined			
III-B				

¹If this program is developed, it will be in cooperation with School of Journalism at UMC.

10. LIBRARY & INFORMATIONAL SCIENCE	UMC	UMKC	UMR	UMSL
I-A				
I-B				
II				
III-A	B.A., M.A. Lib. Sci. ¹			
III-B				

¹ The continuation of the University's offering in this area should be carefully examined in light of society's changing needs.

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11. ANTHROPOLOGY, GEOGRAPHY AND SOCIOLOGY	UMC	UMKC	UMR	UMSL
I-A				
I-B		M.A. Soc.	*B.S. Sociology	
II	A.B., M.A., Ph.D. Anthro. A.B., M.A. Geography A.B., M.A., Ph.D. Soc. ¹	B.A./B.S. Geography *M.S. Urb. Geography B.A., *Ph.D. Sociology ¹		A.B., M.A., *Ph.D. Sociology ¹ A.B. Anthropology
III-A				
III-B		Ph.D. Gen. Ed (Soc. Stu)		

¹ If these doctoral programs are initiated, they will be on a cooperative basis between the urban campuses.

TENTATIVE VERSION

TENTATIVE VERSION

12. POLITICAL SCIENCE AND ECONOMICS	UMC	UMKC	UMR	UMSL
I-A				*Pub. Pol., M.S.
I-B				
II	A.B. Econ. A.B., M.A., Ph.D. Pol. Sci. M.A., M.S.T., Ph.D. Econ. ¹	B.A., M.A. Econ. B.A., M.A. Pol. Sci.	B.S., B.A. Econ.	*Ph.D. Pol. Sci. ² A.B., M.A. Pol. Sci. B.A., B.S., M.A. Econ.
III-A				
III-B				

¹ Doctoral activity in Economics on the urban campuses, if developed, shall be in collaboration with the existing program at UMC.

² Activity in this area should be through collaboration with UMC.

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13. HISTORY AND PHILOSOPHY	UMC	UMKC	UMR	UMSL
I-A				
I-B				
II	A.B., M.A., Ph.D. History A.B., M.A., Ph.D. Phil.	A.B. Philosophy A.B., M.A. History	B.A. Philosophy A.B. History	B.A. Philosophy A.B., A.M. History *Ph.D. History ¹
III-A		M.A. Philosophy		
III-B	Ph.D. Amer. Civilization			

¹ If developed, this program will be in cooperation with UMC.

14. MODERN LANGUAGES & LITERATURE	UMC	UMKC	UMR	UMSL
I-A				
I-B				
II	B.A., M.A., Ph.D. English M.A. Class. Lang. A.B., M.A., German A.B., M.A. French A.B., M.A. Spanish A.B. Russian Ph.D. Romance Languages ¹	B.A., M.A. English M.A. Romance Lang. B.A. French, German, Spanish	B.A. English	B.A., M.A., English B.A. French, German, Spanish
III-A	A.B. Classics A.B. Italian A.B., M.A. Linguistics			
III-B				

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¹This program is the combination of existing doctoral programs in French and Spanish. Among the new programs which campuses believe are important to their missions but which apparently cannot now be scheduled are: UMSL, M.A. French, Spanish, and German.

TENTATIVE VERSION

TENTATIVE VERSION

15. PERFORM. & FINE ARTS, CLASSICAL STUDIES & ARCH.	UMC	UMKC	UMR	UMSL
I-A		B.M.E.,M.M, Perf. D.M.A. Perf., M.A. Theatre, M.F.A. Theatre		
I-B	A.B. Art Hist. & Arch.	*B.F.A. Theatre; B.A. Theatre; *B.F.A. Art; B.M. Perf.; M.M.E. (All); M.A.Art Hist. *M.F.A. Art		*B.A. Art Edn.
II	Ph.D. Classics & Class. Arch. B.M. , M.A. , M.M. Music; A.B. Art; *B.F.A. *M.F.A. Art; M.A. , Ph.D. Art Hist. & Arch.	B.A. Dance;*M.A. Option Dance; B.M. Comp. & Theory B.A. Mus.; M.M. Comp. & Theory; M.M. Hist. & Lit.; M.M. Conducting; D.M.A. Comp. Theory; D.M.A. Cond.; D.M.A. Mus. Ed.; A.B. Art; A.B. Studio Art; A. B. Art. Ed.; B.A. Art Hist.; M. A. Studio Art		*B.A. Fine Arts B.M, Music
III-A		D.M.A. History & Lit.; M.M. Church Mus; M.A. Music		
III-B		M.M. Perf. Ped/D.M.A. Perf, Ped. D.M.A. Church Music		

Among the new programs which the campuses believe are important to their missions but which apparently cannot now be scheduled are: UMKC, DFA, Theatre.

16. BUSINESS & PUBLIC ADMINISTRATION	UMC	UMKC	UMR	UMSI
I-A		M.B.A. M.P.A.		
I-B	M.S. Pub. Admin. (Interdept.)	B.B.A. *M.A. Adm. *M.S. Account. ¹ *Ph.D. Business		*M.S. Bus. Admin. *M.M. Internship *Ph.D. Business
II	B.S./B.A. Bus. Admin. (11 areas of emphasis) B.S.P.A. - Public Adm. M.B.A., Ph.D. - Bus. Adm. M.A., M.S., Ph.D. Account.			B.S. Business M.B.A.
III-A	B.S./B.A. 11 combined into Bus. Admin. Read reductions in Scope			
III-B				

¹If these doctoral programs are initiated, they will be on a cooperative basis between the urban campuses.

TENTATIVE VERSION

17. SOCIAL WORK, COMMUNITY DEVELOPMENT, RECREATION	UMC	UMKC	UMR	UMSL
I-A				
I-B	M.S. Social Work ¹	*M.A. Urban Planning *MSW ¹		*MSW ¹ Urban Planning ²
II	M.S. Community Development B.S., M.S. Recreational & Park Ad.	A.B. Urban Affairs		
III-A	Diploma - Com. Dev.			
III-B				

¹ Effort must begin immediately to consider development of MSW activity that could be shared jointly by the three campuses.

² Among the new programs which the campuses believe are important to their missions but which apparently cannot now be scheduled are: UMSL, Urban Planning.

18. AGRICULTURE & FORESTRY	UMC	UMKC	UMR	UMSL
I-A				
I-B	B.S. Agri-Pest Mgt. B.S.F.W.-Fish. & Wildlife B.S.F. Forestry			
II	B.S., M.S., Ph.D. Biochem. B.S., M.S., Ph.D. Agri. Econ. B.S. Agr.; M.S., Ph.D. Agron. B.S., M.S., Ph.D. Anim. Sci. B.S., M.S., Ph.D. Atmos. Sci. M.S., Ph.D. Entomology B.S., Agric. Food & Nutrition M.S., Ph.D. Food Sci. B.S. Agri.; M.S., Ph.D. Hort. M.S. Plant Path. B.S. Agr.-Voc. Agr. Educ. M.S. Forestry; M.S. Fish and Wildlife; Ph.D. Forestry; Ph.D. Fish and Wildlife			
III-A	13 Combined Degree (B.S. Agri. & Mech. Eng.) B.S. Agr-Rural Soc. B.S. Agr-Gen'l Agr.			
III-B				

(also listed in Engineering)

19. HOME ECONOMICS	UMC	UMKC	UMR	UMSL
I-A	B.S.H.E. Food & Nutrition			
I-B	B.S.H.E. Hous. & Inter. Design			
II	B.S.H.E. Child & Fam. Devel. B.S.H.E. Cloth. & Textiles B.S.H.E. Fam. Econ. & Mgmt. B.S.H.E. Home Econ. & Comm. M.A./M.S. Home Econ (5 areas of emphasis Ph.D. Home Econ.			
III-A	B.S.H.E. Gen. Home Econ.			
III-B	M.A./M.S. H.E. Comm. (Combined above)			

20. VETERINARY MEDICINE	UMC	UMKC	UMR	UMSL
I-A	DVM			
I-B				
II	List of M.S. Ph.D. Prg.- (Ten) and Residence Prg. (Twelve)			
III-A				
III-B				

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21. ADMINISTRATION OF JUSTICE	UMC	UMKC	UMR	UMSL
I-A		*B.A.		*M.S.
I-B		*M.A.		
II				B.S.
III-A				
III-B				

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Among the new programs which the campuses believe are important to their missions but which apparently cannot now be scheduled are: UMKC, Ph.D. Administration of Justice.

22. MULTIDISCIPLINARY PROGRAMS	UMC	UMKC	UMR	UMSL
I-A				
I-B	*M.S. Community Planning	B.A. American Culture		
II	B.G.S. Gen. Studies A.B. Inter-Disc. A.B. Latin Amer. A.B. Russian (Area) A.B. So. As. St. Black Studies (Area) Ph.D. Microbi. (Area) M.A./Ph.D. Genetics M.S./Ph.D. Nutrition Ph.D. Pathology M.S. Physiology M.S. Sanitary Sci.	B.A. Judaic Studies	*B. General Studies *P.D.D. *A.A.	B.G.S. (Evening)
III-A	A.B. Microbiology			
III-B				