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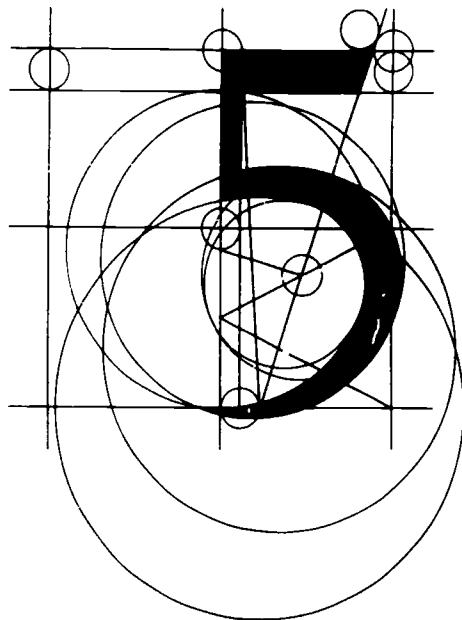
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ABSTRACT

The 5-year plan of Northeast Missouri State University to create and support its new mission as a state liberal arts and sciences university is presented. Contents include: a mission statement and philosophy of the university and future aspirations; an incoming student plan, presenting recruitment strategies, goals, and admission requirements; a graduating student plan, presenting the concrete learning outcomes expected of graduates; an academic programs plan, presenting in detail the curricula, faculty, academic support, research, and related capital support needed to produce these learning outcomes; a short summary of proposed changes including ways in which the existing faculty and support resources can be used to fulfill the reconfigured academic program; a fees income plan as required by legislation; and an evaluation plan. Detailed criteria for reviewing goal attainment for the university's 5-year plan are presented for each major goal for incoming and graduating students, faculty, research and scholarship, and academic support services. Appended are a bibliography and index. (SW)

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ED293466



FIVE-YEAR PLANNING DOCUMENT

NORTHEAST MISSOURI
STATE UNIVERSITY

EDITED BY PETER EWELL

SUBMITTED TO THE
COORDINATING BOARD
FOR HIGHER EDUCATION

SHAILA R. AERY
COMMISSIONER

J A N U A R Y 1 9 8 7

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**BOARD OF GOVERNORS
NORTHEAST MISSOURI STATE UNIVERSITY**

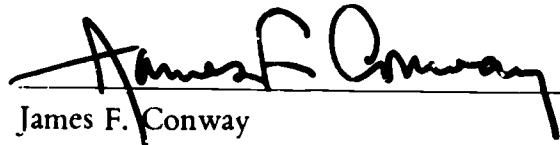


Board of Governors: Myra Baiotto, secretary; Randy Weber, vice president; Bob Fenlon, president; Charles McClain, University president; (back row) Ric Erockmeier, student representative; Inks Franklin, James Conway, Richard Pryor, Fritz Lauer, members.

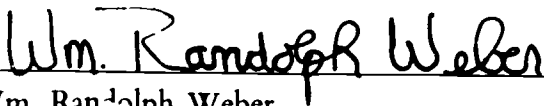
Pursuant to action at the meeting of the Board of Governors of Northeast Missouri State University on October 3, 1986, the following Five-Year Planning Document is hereby submitted to the Coordinating Board for Higher Education in accordance with the provisions of House Bill No. 196, 83rd General Assembly of the State of Missouri.



Robert M. Fenlon
President



James F. Conway



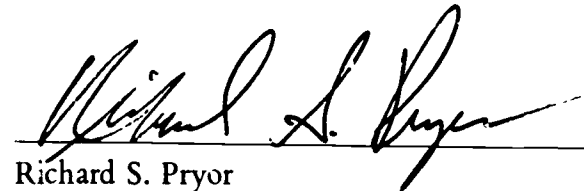
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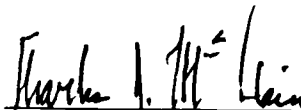
Richard S. Pryor



Inks Franklin



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Student Representative



Charles J. McClain
President of the University



Governor John Ashcroft



Senator John E. Scott
President Pro-tem



Representative Robert Griffin
Speaker of the House



Senator Roger Wilson
Chairman, Education Committee



Representative Winnie Weber
Chairperson, Higher Education
Committee, sponsor of House
Bill 196



Senator Norman Merrell
Member, Education Committee,
Senate sponsor of House Bill 196



Senator Harold Caskey
Member, Education Committee



Senator David Doctorian
Member, Education Committee
District 28



Representative Harry Hill
Member, Higher Education
Committee
District 2

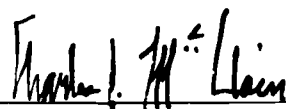
FOREWORD

EACH DAWNING ERA all too soon becomes only a footnote in history in the steady march of an institution. I believe that the five-year period entailed in this planning document, the formal response to the provisions of House Bill 196 of the 83rd Missouri General Assembly, will be considered a watershed era in the University's history by those who know Northeast today and by those who will follow.

For 120 years since its founding in 1867, this institution of higher learning, grounded upon the principle of academic excellence and its conscious contribution to humankind, has been writing its history as an academy, then college, then university. Our selection as Missouri's statewide public liberal arts and sciences university has not been the product of happenstance. Our selection is the result of more than a century of commitment to excellence in scholarship and the continuing desire to serve the greater good. This designation in essence recognizes the achievements of past and present students, faculty, alumni, and friends.

We are not only establishing a new and significant mission for the University, but also embarking upon a new and unique partnership with the state of Missouri. Our state leaders have faced their responsibilities of encouraging postsecondary institutions to develop fully the intellectual and personal abilities of Missouri's citizens. With our educational purpose renewed and our partnership with the state strong, we must now respond to the demands of this new era.

True transformation cannot be willed or mandated by even the most powerful authorities. To be meaningful and lasting, change must come from within the University—from the dreams, convictions, and hard work of those willing to accept the responsibilities. This five-year planning document represents our first pledge to ourselves, our state, and the generations to come that this venerable institution will provide opportunity for our students to enrich their lives and all the lives they in turn shall touch.



Charles J. McClain, President
Northeast Missouri State University

Kirksville, Missouri
December, 1986

Northeast Missouri State University, founded in 1867, is one of ten four-year public institutions of higher education in Missouri representing 13 campuses. As the oldest regional state university in Missouri and one of the first public institutions of higher education west of the Mississippi River, Northeast has experienced several changes in its mission. Established as a normal or teacher's college, the University has successively become a regional state college, a regional state university, and with House Bill 196 is now recognized as a statewide institution.

The most recent change in the University's role was first recommended by the state Coordinating Board for Higher Education (CBHE) as part of a comprehensive plan to restructure the state's public four-year institutions of higher education. These recommendations were an outgrowth of a two-year study by the CBHE, "Strengthening the Investment in Missouri Public Higher Education," which called for major changes in public higher education to increase quality and to reduce program duplication among institutions. In support of the new role for Northeast, Commissioner of Higher Education Shaila Aery said that Missouri college-age students need the "affordable alternative of a select public liberal arts institution that focuses on undergraduate education with high academic standards." In December, 1984, Representative Winnie Weber (D-House Springs), chair of the House Higher Education Committee, filed the bill that authorized the change for Northeast, and on June 20, 1985 the bill was signed by the Governor.



Shaila Aery, Commissioner of Higher Education, delivers the Spring 1986 commencement address.



Rep. Winnie Weber (D-House Springs) comments on House Bill 196 during the signing ceremony. Rep. Weber sponsored the bill.

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Rep. Winnie Weber (D-House Springs) comments on House Bill 196 during the signing ceremony. Rep. Weber sponsored the bill.

House Bill 196 not only directs Northeast to assume a statewide liberal arts and sciences mission, but also requires the University to submit a planning document that outlines the implementation of the new mission.

The Northeast Missouri State University located in Kirksville, Adair County, is hereby designated and shall hereafter be operated as a statewide institution of liberal arts and sciences. . . . Degree programs offered by the Northeast Missouri State University prior to the effective date of this act may be continued by the new board of governors, who shall submit to the coordinating board for higher education by January 1, 1987, a three-year plan outlining admissions requirements, fees, and program changes appropriate to a liberal arts and sciences mission. Pursuant to section 173.005, RSMo., the coordinating board shall approve all proposed new degree programs contained within the three-year plan. . . . This act shall become effective January 1, 1986.

(From House Bill 196, signed June 20, 1985.)

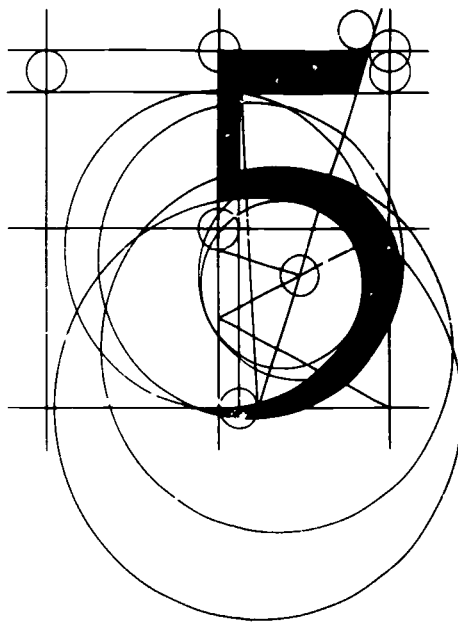


The Northeast campus covers more than 140 acres of land just south of the Kirksville business district.

In the following pages, Northeast Missouri State University presents in detail its plan for implementing appropriate changes in programs, admission requirements, and fees. The plan is based upon extensive participation on the part of the entire University community—the faculty, staff, various University councils, and Board of Governors—and has involved consultation with many individuals across the country familiar with best practice in the design of liberal arts and sciences programs. The plan also encompasses sober consideration of the resources—financial, human, and physical—required to make proposed programs work. Because many of these resources already exist at the University, issues of reallocation, where appropriate, are explicitly addressed. Finally, the plan rests heavily on Northeast's established tradition of demonstrating the effectiveness of its academic programs; not only are the goals of proposed changes stated, but the concrete sources of evidence to be used in evaluating their success are also indicated. In this respect, the document represents both a blueprint for the future and constitutes a plan for ongoing self-knowledge and improvement.



Peter Ewell, senior associate of the National Center for Higher Education Management systems, lectures on value-added education.



INTRODUCTION

PLANNING AT NORTHEAST: HISTORICAL FOUNDATIONS AND THE CURRENT PLANNING PROCESS

WHILE INTENDED TO MEET A NEW CHALLENGE, planning at Northeast builds upon a number of self-evaluation efforts in the institution's recent past. In the early 1970s, the need to find solutions to issues that emerged with the University's change from an institution concerned primarily with teacher education to a multipurpose university gave impetus to two major university planning processes. The first was a study by a one-hundred-member planning commission. The outcome of this commission, *Report of the Commission on Institutional Goals and Priorities for the Seventies* completed in December 1973, served as a blueprint for action implemented in the 1970s. A second process developed at this time was the University's outcomes assessment model, commonly known as the Value-Added Model of Assessment, begun in 1973 and nationally acclaimed in the 1980s. All students at Northeast are tested at a number of points in their academic careers to determine growth and to provide feedback on curriculum effectiveness. At the same time, student attitudes are routinely sampled by survey. This assessment model and the student information system of demographic, testing, and survey data that supports it have become important resources available to the University for the study and evaluation of learning, for the improvement of instruction, for noting important trends, for evaluating outcomes, for the allocation of resources, and for short- and long-range planning.

Report of
The Commission on
Institutional Goals
And Priorities for
The Seventies

Northeast Missouri State University

Additional experience in systematic planning was provided by the University's 1983-84 self-study prepared for reaccreditation by the North Central Association of Colleges and Schools. As part of the self-study process, Northeast faculty recommended an update of the 1973 Commission Report noted above. The Board of Regents and President Charles J. McClain concurred. This second comprehensive long-range planning effort was undertaken with the guidance and counsel of Dr. Norman P. Auburn, Senior Vice-President of the Academy for Educational Development. In February, 1985, after ten months of study, the one-hundred-member Commission II chartered as part of the planning process and the Board of Regents approved a final report entitled "A New Promise." This document, which presents

The title "A NEW PROMISE" is rendered in a large, bold, serif font. The word "NEW" is smaller and positioned between "A" and "PROMISE". A stylized illustration of a building with a steeple is integrated into the letter "N".

Report of The Commission II
Institutional Goals and Priorities
for 1985 and Beyond
at Northeast Missouri State University

AED Academy for Educational Development

"Institutional Goals and Priorities for 1985 and Beyond," clearly states the new liberal arts and sciences mission of the University and a continuing commitment to demonstrable academic integrity and effectiveness:

[E]ach student seeking a bachelor's degree is expected to demonstrate measurable achievement in a strong liberal arts background. . . . In addition to a strong liberal arts base, undergraduate education must provide challenging, thorough, current and verifiable educational experiences so that the students who graduate from the programs will be able to demonstrate the validity of their educational achievements and potential for success in their field.

As a result of these prior efforts, an initial format and process for ongoing planning was in use by 1978 for the University as a whole, for its academic divisions, and for each discipline. This format requires each unit to address a five-year planning horizon and, consistent with the Value-Added assessment program, to state goals and achievements in explicit, measurable terms. The present planning process is thus in many ways familiar to the University community despite the fact that it requires more intense evaluation and analysis to address the new mission and to adapt to new realities. With the signing of House Bill 196, the faculty, staff, and administration at Northeast began the planning effort called for in the legislation. From July 1985 through the summer of 1986, faculty, administration, and selected students carried out an intensive and comprehensive study of the University's academic programs and support services and of the resources needed to maintain these programs and services.

A challenge for planning was to develop a new mission statement for the University—one appropriate to a statewide university for the liberal arts and sciences. Once developed, the mission statement would direct all other planning decisions by serving as a template against which to review and evaluate current curricular and program offerings. With a mission statement in place, the planning effort encompassed a complete and thorough review of the existing curriculum. This review included both the University's general education requirements (the liberal arts and sciences core) and a complete analysis of each degree program (majors and options) offered by the academic divisions. In both areas, the central question for review was: "Is what we are doing appropriate to a liberal arts and sciences mission?" In addition to this central criterion, programs were also assessed on the basis of state need, of quality of program in terms of student ability levels and faculty resources, of actual and potential student demand, of unique service to the state and region, and of existing historical traditions.

The primary intent of the planning process was thus to ensure that all graduates of Northeast emerge with a liberal arts and sciences education. In examining curricula, the goal was to arrive at a capsule package of strong degree *programs*, supported by a common general education core, appropriate in array and content to the liberal arts and sciences. With appropriate programs known, a second goal was to identify needed resources—students, faculty, academic support, student services, environmental support, research, and financial support—which would be required to create an intellectually exciting campus environment that would continue to promote cultural and scholarly growth. A particular resource to be considered was the student body itself. As a result, the planning process placed considerable emphasis on *admissions* standards, and on associated recruitment practices. Finally, the planning process had to consider necessary resources, some of which could be covered through reallocation and some by new sources of revenue including *fees*. Again, the ultimate goal of the planning process was to meet the intent of

legislation by establishing a realistic and comprehensive university program designed to graduate men and women distinctive for their approach to living, learning, accomplishing, and achieving.

At a more detailed level of analysis, this effort resulted in individual discipline plans by each academic division that addressed each of the planning issues raised by the new mission. On the macro level, the total University plan emerged from these divisional efforts and added some new elements such as a revised liberal arts and sciences core and new standards for admission. The plan sets a demanding agenda—one that can be fulfilled only through the sincere efforts of the many who make up the University community. It is intended to move the University forward to strengthen academic excellence, to adapt to new realities, and to continue to serve the state of Missouri with distinction. In developing the plan, faculty, staff, students, alumni, and other supporters of Northeast have contributed greatly of their talent, inspiration, and time. They also hold the key to rendering the plan successful by continuing to make the University an exciting place for learning and living.

“A New Promise” ended with a provocative statement: “Our task is to respond effectively, with excellence.” The future begins with the same statement.



Vice President Dale Schatz was instrumental in providing external perspectives during the coordination of the Planning Document.

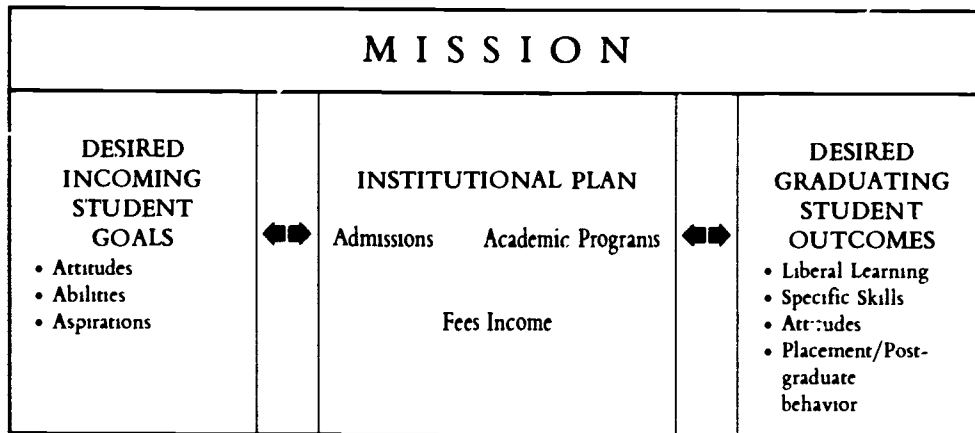
ORGANIZATION OF THE PLANNING DOCUMENT

IN THE SECTIONS THAT FOLLOW, the University presents specific plans intended to create and support its new mission as a strong, reputable, statewide, liberal arts and sciences institution. Each section of the plan represents an important component in the process of addressing this new mission. The *incoming student* of such a university must possess the potential to succeed at the institution. For these students the university provides *academic programs, a faculty, academic support resources, and a campus environment* through which he or she acquires the knowledge, skills, and attitudes necessary for a lifetime of continued learning and informed decision-making. The *graduate* of such a university must possess the intellectual, social, and cultural attributes traditionally associated with a liberally educated person—characteristics which are required for leadership in an increasingly



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complex society and for the pursuit of advanced professional and graduate degrees. These central components form the core of the comprehensive plan and are represented schematically below:



Following this core logic, the contents of this document include the following:

- a statement of the *mission* and philosophy of the “new” university, accompanied by the University community’s hopes and dreams for the future;
- an incoming student plan, presenting recruitment strategies, goals, and *admission requirements*;
- a graduating student plan, presenting the concrete learning outcomes expected of successful graduates of the University;
- an *academic programs* plan, presenting in detail the curricula, faculty, academic support, research, and related capital support needed to produce these learning outcomes;
- a short summary of resource implications or proposed changes including ways in which the existing faculty and support resources can be used to fulfill the reconfigured academic program;
- a *fees income* plan as required by legislation; and
- an evaluation plan.

A short summary concludes the planning document.

HOPES AND DREAMS: VISUALIZING THE FUTURE OF THE UNIVERSITY

TO CARRY OUT THE NEW MISSION OF THE UNIVERSITY over the next decade, the academic milieu of Northeast will shift in predictable ways. Students who succeed at the University will thrive in a spirit of inquiry fostered through new liberal arts and sciences curricula, through diversified teaching strategies, through faculty-student professional interrelationships and interactions, and through a collegial culture and an interdisciplinary intellectual climate across the campus. In the state of Missouri, Northeast will be distinctive in the following ways:

- The University will be marked by the selectivity of its student body. A critical mass of bright, articulate, intellectually curious young scholars will be enrolled in each discipline and for each degree program offered.
- The Value-Added assessment program will continue and will provide valuable information on curriculum and program effectiveness, but it will no longer be unique to Northeast. On the other hand, the University's use of assessment information will be more refined and, because of its long history of development, will become part of the fabric of everyday academic decision making.
- The University's graduates will be recognized as nationally competitive as verified by external assessment. Graduates will bring honor to the university which nurtured their total development. They will be in demand by both graduate schools and the professions.
- The number and proportion of graduates who go on to receive a Ph.D. or professional degree will steadily increase. The University will have a greater percentage of such graduates than is typical of other four-year public universities in Missouri. Other graduates will enter executive-track positions in education, government, or industry and will be influential in their professional fields.
- As compared to other universities in the state, a higher percentage of students at Northeast will have taken foreign language courses and will have some practical facility with a foreign language.
- Northeast will be a recognized, affordable liberal arts and sciences institution. The University will matriculate and graduate students with high levels of ability and attainment but from a wide range of financial and family circumstances.



Northeast students spend three weeks in Japan as a part of the Japanese Language and Cultural Program.

- The M.A. in Education professional degree, built on a baccalaureate degree in an academic discipline, will have demonstrated its strength and will be accepted as a model by teacher education associations and teacher training institutions.
- Substantial participation in research will be a common mode of inquiry for undergraduates as well as graduate students. Students and faculty will share publications and speaking engagements resulting from research ventures in which both are full participants.
- The scholarly environment of the University will be apparent to those who visit the Northeast campus. The intangible mystique of the liberal arts university described by John Henry Newman in *Idea of a University* (1852) will be an actual presence—characterized by courtesy, nobility, and integrity.

These distinctive features will be embodied in a university with the following physical and demographic characteristics in 1991:

- The total undergraduate student enrollment will be 5,708 (49 percent male and 51 percent female) with 94 percent full time, an increase in the full-time proportion of 6 percent over fall 1985.
- Seven percent of the student body will be enrolled in graduate programs, and the majority will be full-time students.

- First time freshmen will number 1,647, and will represent diverse geographic, cultural, and social backgrounds.
- The average high school class rank for first-time freshmen will be at the 85th percentile; 35 percent of incoming freshmen rank in the top 10 percent and 100 percent will rank in the top one-half of their high school graduating classes.
- The first-time freshmen average college entrance examination score will be at the 85th percentile (ACT 25.1 or SAT of 1160), with 10 percent scoring at the 99th percentile.
- A diverse faculty will number 357 Full Time Equivalency (FTE) positions; this figure will include five visiting professors with substantial national and international reputations for research and writing in their fields. The resulting undergraduate student/faculty ratio of 16:1 will facilitate considerable interaction between students and faculty both in and out of class.



Seymour Patterson, associate professor of economics, explains an economic model.

- Total graduates will number 1,443, with 259 master's degree recipients. The 1,184 baccalaureate graduates will represent a 70 percent overall retention rate of the entering freshman class of five years earlier—a substantial increase over the 46 percent figure of 1986.
- Thirty percent of the baccalaureate graduates will be planning post-graduate study. Ten percent will be planning doctoral degrees and 21 percent will be continuing at Northeast in the professional teaching master's degree. Remaining graduates will be sought by major firms to fill promising professional positions.
- Fifty percent of the master's graduates will receive acceptance notices for doctoral study; the remaining graduates will fill leadership and professional positions in education, business, and industry.

Achieving these hopes and dreams depends upon effective implementation of the plan that follows—an effective approach to recruitment, an integrative academic core experience for each student, a pervasive scholarly environment, an appropriate university cultural milieu, faculty mentoring and professional student/faculty intellectual experiences, and an overall spirit of liberal learning apparent in every dimension of the university experience.



Students and parents gather at the fountain in front of the Student Union Building.

*Happy are those who dream dreams
and are ready to pay the price to make them come true.*

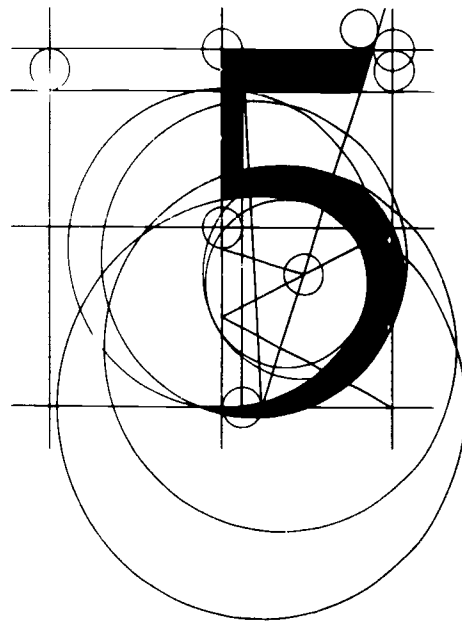
L. J. Cardinal Suenens

Go confidently in the direction of your dreams.

Henry David Thoreau

[E]ducation . . . gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them. He is at home in any society, he has common ground with every class; . . . he is able to converse, he is able to listen; . . . he is ever ready, yet never in the way.

John Henry Newman, *Idea of a University*, 1852



THE MISSION OF THE UNIVERSITY

THE MISSION: COORDINATING BOARD AND LEGISLATIVE INTENT

WHILE HOUSE BILL 196 charges the Board of Governors of Northeast Missouri State University to develop a specific plan to “address admission requirements, fees, and program changes appropriate to a liberal arts and sciences mission,” the statements of a number of leaders in Missouri higher education further illuminate both the intent of the legislature and the expectations of the Missouri Coordinating Board for Higher Education (CBHE) with respect to the University’s new mission. For example, drawing on a CBHE study, Representative Weber’s presentation of the bill in the legislature contained the following argument:

There is a need in Missouri for a relatively small, select, residential, public liberal arts institution. Missourians deserve an affordable public institution that focuses on undergraduate education with high admission standards, and with an undergraduate curriculum for every major that requires approximately sixty hours of liberal arts. This type of an institution will add a very healthy dimension to diversity within Missouri’s public education system.



Rep. Winnie Weber
(D-House Springs)



Shaila Aery
Commissioner of Higher Education

Moreover, in her testimony on behalf of the bill, CBHE Commissioner Aery stated some additional perceptions of the new mission:

Constituting Northeast Missouri State University as a liberal arts institution would address statewide educational needs that are currently

not being met. The proposed mission change would address the most important public policy issue confronting Missouri higher education: the financial access of Missouri citizens to quality education. Financial access and quality are indisputably a function of achieving greater diversity among Missouri's public four-year colleges and universities. House Bill 196 provides a higher education alternative currently not available to Missouri citizens—a relatively small, residential, select, public liberal arts institution with the emphasis on a strong liberal arts interdisciplinary curriculum in undergraduate programs. Northeast Missouri State University has been recommended to provide this alternative because of its current academic strengths, size, and location, and because of its growing reputation as an undergraduate institution.

Representative Harry Hill, another key figure in the legislative process, offered these comments:

It [Northeast Missouri State University] would . . . prepare outstanding students for graduate and professional schools. It would help keep talented students in Missouri.

[The University would] specifically stress undergraduate education for the top half of the high school graduating classes in rank and test scores. (Again, keeping talented Missouri youth in the state.)

[It would] offer an educational opportunity where most students live on campus in a rural environment (less distractive) and where classes are relatively small.



Rep. Harry Hill (D-District 2)

Finally, Governor John Ashcroft shared his own vision of the new University when he signed House Bill 196 in June 1985:

Although Northeast Missouri State will continue to serve the northeast region of Missouri, House Bill 196 authorizes NMSU to operate as a statewide institution of liberal arts and sciences. In pursuing this mission, NMSU will focus on attracting undergraduate students to its unique liberal arts and sciences curriculum. . . . This designation of NMSU as a liberal arts and sciences university with a statewide mission is well deserved. Northeast has, in recent years, won national acclaim for its outstanding Value-Added approach to undergraduate instruction. Part of this Value-Added approach has been a sophisticated testing and student survey system to assess the needs of entering students and to measure the University's success in addressing students' learning needs. . . . In an era of increasing competition among universities, survival and success in higher education will be inexorably linked to the ability of a university to carve itself out a specific mission, and to pursue that mission with confidence while achieving excellence. NMSU is doing this; and is doing it well.

Each of these comments by key leaders embodies further insight into the type of institution that Northeast's new mission is intended to create and inspire.



Gov. John Ashcroft presents one of the pens used to sign House Bill 196 to Ottie Greiner, Northeast's oldest living graduate.

THE UNIVERSITY MISSION STATEMENT

NORTHEAST MISSOURI STATE UNIVERSITY is committed to the advancement of knowledge, to freedom of thought and inquiry, and to the personal, social, and intellectual growth of its students. The University strives to identify and maintain a recognized standard of excellence in all of its educational activities.

The mission of Northeast Missouri State University is to offer an exemplary undergraduate education, grounded in the liberal arts and sciences, in the context of a public institution of higher learning. To that end the University offers undergraduate studies in the traditional arts and sciences as well as selected preprofessional, professional, and masters level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

Northeast Missouri State University

Kirksville, Missouri

To Whom These Presents May Come

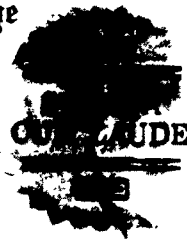
Be it Known That

having met all requirements prescribed by the faculty the Board of Governors hereby confers the degree

Bachelor of Arts

with all the rights and privileges pertaining thereto.

Dated this day of



President

President, Board of Governors

Secretary, Board of Governors

The highest goals of a liberal arts education are to ignite the individual's curiosity about the natural and social universe and then aid him or her in developing the skills and personal resources to channel knowledge into productive, satisfying activity. In pursuing these goals, the University seeks to cultivate in its students:

- intellectual integrity, tolerance of difference and diversity, informed ethical values, and courageous aspiration toward the best for oneself, one's family, one's society, and the world;
- a sense of the joys and uses of creative and critical thought, including skills of intellectual problem solving through effective reading and research, clear writing, and articulate speech; and
- the willingness and ability to exercise personal and intellectual leadership in his or her chosen field of endeavor.

The University will achieve its mission through emphasizing and supporting excellence in teaching, in pure and applied research, and in public service consistent with the educational emphases and goals of the University. In fulfilling this mission, Northeast Missouri State University recognizes its duty to:

- maintain a living and learning environment that will attract and challenge outstanding students;



A Communications major gains hands-on experience in Northeast's Publications office.

- prepare its students to succeed in rigorous professional and graduate programs;
- provide a physical environment and support services that will help members of the University achieve their educational goals and enhance their social and physical development and that will further serve as a source of pride to the University, the alumni, the community, and the state;
- offer services to the community, the region, and the state in the areas of research and public service that are natural outgrowths of the academic mission of the University and strive to ensure that the University serves as a cultural resource for the broader community of which it is an integral part;



A Communications Disorders student tests a resident's hearing at a retirement community.

- develop and maintain sources of public and private support and merit such continued support through public accountability for the quality of its programs and resources; and
- provide appropriate encouragement and recognition of each member of the University community who contributes to the fulfillment of the University's goals.

THE UNIVERSITY MISSION STATEMENT: THE OLD vs. THE NEW

THE OLD MISSION

The Mission Statement of Northeast Missouri State University articulates the University's commitment to the advancement of knowledge, to the personal, social, and intellectual growth of students, to the larger societal needs through service, and to freedom of thought and inquiry. One common element in each of these purposes is the University's commitment to excellence as applicable to education.

The mission of the University is to achieve excellence through (1) a liberal arts-based higher education, (2) nationally competitive preprofessional, professional, and career-oriented programs, (3) selected graduate programs at the master and specialist levels in areas that have achieved excellence at the undergraduate level, (4) pure and applied research efforts consistent with the teaching and public service functions of the University, (5) continuing education opportunities which meet national needs and are a public outgrowth of existing programs, and (6) public service.

While the University must focus on the intellectual development of its students, it should also be certain that ample opportunities are provided for them to be engaged in experiences by which they can grow physically, psychologically, socially, and spiritually.

THE NEW MISSION

Northeast Missouri State University is committed to the advancement of knowledge, to freedom of thought and inquiry, and to the personal, social, and intellectual growth of its students. The University strives to identify and maintain a universally recognized standard of excellence in all of its educational activities.

The mission of Northeast Missouri State University is to offer an exemplary undergraduate education, grounded in the liberal arts and sciences, in the context of a public institution of higher learning. To that end the University offers undergraduate studies in the traditional arts and sciences, as well as selected preprofessional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

The highest goals of a liberal arts education are to ignite the individual's curiosity about the natural and social universe and then aid him or her in developing the skills and personal resources to channel knowledge into productive, satisfying activity. In pursuing these goals, the University seeks to cultivate in its students

- intellectual integrity, tolerance of difference and diversity,

THE OLD MISSION

THE NEW MISSION

To accomplish its mission, the University must identify and meet the changing needs of northeast Missouri as well as the larger society of which it is a part. Preprofessional, professional, and graduate programs as well as continuing education opportunities must take into consideration the realities of employment trends, expectations of the various constituencies, and the aesthetic value of education, recognizing that the student needs not only to prepare for employment but also to live a full life.

informed ethical values, and courageous aspiration toward the best for oneself, one's family, one's society, and the world;

- a sense of the joys and uses of creative and critical thought, including skills of intellectual problem-solving through effective reading and research, lucid expository prose, and articulate speech;
- the willingness and ability to exercise personal and intellectual leadership in his or her chosen field of endeavor.

The University will achieve its mission through emphasizing and supporting excellence in teaching, in pure and applied research, and in public service consistent with the educational emphases and goals of the University. In fulfilling this mission, Northeast Missouri State University recognizes its duty to

- maintain a living and learning environment that will attract and challenge outstanding students;
- prepare its students to succeed in rigorous professional and graduate programs;
- provide a physical environment and support services that will help members of the University achieve their educational goals and enhance their social and physical development, and further serve as a source of pride to the University, the alumni, the community, and the state;
- offer services to the community, the region, and the state in the areas of research and public service that are natural outgrowths of the academic mission of the University, and strive to insure that the University serves as a cultural resource for the broader

THE OLD MISSION

THE NEW MISSION

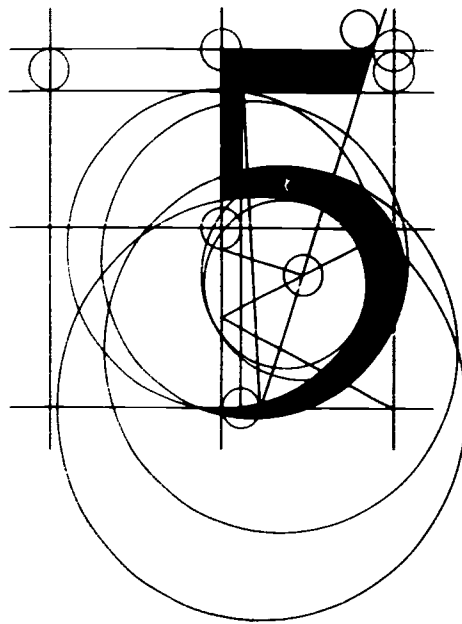
community of which it is an integral part;

- develop and maintain sources of public and private support, and merit such continued support through public accountability for the quality of its programs and resources;

- provide appropriate encouragement and recognition of each member of the University community who contributes to the fulfillment of the University's goals.



Susan Shoaff, associate professor of art, reviews slides for an Art Appreciation lecture. Shoaff is chair of the Undergraduate Council and chair of Higher Educators in Art for the State of Missouri.



THE INCOMING STUDENT PLAN

RATIONALE

INCOMING STUDENTS are both a resource and a raw material for the University's programs. By recruiting students of high caliber and substantial potential, the University maintains its ability to create an outstanding academic environment for all its members. By recruiting students able to meet the challenge of its demanding curriculum, the University enhances its potential to achieve the maximum value added in its learning outcomes.



Division Head Robert Dager discusses the importance of leadership with incoming freshmen in the Division of Business and Accountancy.

The rationale for the incoming student plan is aptly stated in "A New Promise," the report of Commission II completed in February 1985:

UNDERGRADUATE STUDENTS:

Northeast Missouri State University attempts to attract students with qualifications and motivations compatible with its mission and objectives, namely, top-quality students who have the potential, the commitment, and the character to master learning on the higher

education level and to graduate nationally competitive. The knowledge, abilities, attitudes, and activities of students determine the style and atmosphere of a university. The caliber of the students establishes a level of intellectual seriousness, honor, trust, friendship and integrity which immeasurably influences the behavior and development of each individual member of the university community.

Moreover, a rich variety of viewpoints is essential to the life of a university. Interaction among students influences intellectual growth; it is also crucial to other kinds of development. From the recruitment of high-quality, talented students nationally and internationally, a balance of cultural diversity and geographic origin can be maintained. Care should be taken that no out-of-state geographic area is significantly overrepresented in any program as compared to the University average as a whole.

"A New Promise," 14

GRADUATE STUDENTS:

The University is committed to the maintenance and renewal of excellence in the graduate programs . . . in areas consistent with the mission of the University, standards of academic excellence, trends in the undergraduate disciplines, and contemporary needs of the state and nation. . . . Students of outstanding quality contribute to the stimulation of creativity, the maintenance of high standards, and the extension of service.

"A New Promise," 16



McDonnell Douglas Aerospace Corporation employs several Northeast alumni in administrative positions.

GOALS FOR INCOMING UNDERGRADUATE STUDENTS

DESIRED QUALITIES FOR FIRST-TIME FRESHMAN ENROLLEES at Northeast are the intellectual ability necessary to achieve, intellectual curiosity, diversity of background and viewpoints, attitudes conducive to positive growth, and potential for assuming leadership roles in academe, business, government, industry, and society. In order to recruit approximately 1,650 new high-quality undergraduates each year, the development and maintenance of the campus—its buildings, grounds, and total environment—is critical. Outstanding physical facilities, state-of-the-art equipment, and academic support resources are thus prerequisites for achieving the following goals.

GOAL I

TO ATTRACT HIGH-ABILITY STUDENTS IN EACH ACADEMIC DISCIPLINE WHO HAVE DEMONSTRATED THE POTENTIAL TO SUCCEED.

Incoming students must have the ability and attitude to function competitively in a challenging academic setting. First consideration will be given to high-ability students as validated by high school performance (class rank and curriculum), by test scores (ACT, PSAT, SAT), and by special talents or achievements. At the same time, students with the potential to succeed will have taken a high school curriculum composed of rigorous and appropriate coursework. Other characteristics that indicate appropriate ability and attitude are (1) high learning expectations and tenacity of purpose, as demonstrated by successful completion of college preparatory programs in high school; (2) demonstrated leadership qualities, as indicated by extracurricular activities, work experience, and community service; and (3) personal attitudes of intellectual curiosity, self-reliance, independence, and adaptability, as indicated by counselor recommendations, academic record, personal interests, maturity, and vision. Recruitment efforts will concentrate on students who have the potential and desire to enroll in competitive graduate or professional programs and/or to secure employment in the private or public sectors with strong potential for advancement into leadership positions.

GOAL II

TO EMPHASIZE RECRUITMENT OF HIGH-ABILITY STUDENTS FROM DIVERSE GEOGRAPHIC, CULTURAL, AND SOCIAL BACKGROUNDS PLACING PRIMARY EMPHASIS ON ATTRACTING AND MAINTAINING A SOLID BASE OF TALENTED MISSOURI STUDENTS.

The plan for incoming students supports a wider geographic distribution across Missouri and out-of-state than is currently typical of the University. The overwhelming percentage of entering students will be talented Missouri students. By providing Missouri high school graduates with a viable high-quality liberal arts and sciences alternative at moderate cost, the University will retain for Missouri talented students who currently leave the state in search of such an alternative. In addition, the University will attract high-ability students to the state. Diversity of geographic origin is a component of providing liberal learning itself by allowing students to experience various viewpoints and by enriching cultural exchanges, broad-gauged interaction, and multicultural response. A diverse student body encourages the students to develop qualities of personality expected in men and women who are able to function in cross-disciplinary worlds. Consistent with the University's mission, however, recruitment efforts will be structured so as to maintain access to the University for qualified Missouri students. Qualified Missouri students will have first access to the University. Out of state and international students accepted for admission will be expected to meet higher entrance standards. No limit will be placed on the number accepted if said acceptance does not deprive a qualified Missouri resident.



Dean of Students Terry Smith renews some old acquaintances during the homecoming alumni reception.

GOAL III
TO RECRUIT AND MAINTAIN A STUDENT POPULATION OF SUFFICIENT NUMBERS IN EACH ACADEMIC DISCIPLINE TO ENSURE INTELLECTUAL INTERACTION.

The number of first-time freshmen students by 1990 will be approximately 1,650, with a sufficient number of majors in each program to ensure needed interchange. This number should contain a critical mass of eminent young scholars who are characterized by a seriousness to learn and a desire to obtain a credible degree in an academic discipline or professional field, grounded in the liberal arts.



Students kick off the fall semester with an annual Welcome Picnic.

DATA REPRESENTATION OF GOALS FOR UNDERGRADUATE FIRST-TIME STUDENTS

THE TABLES BELOW GRAPHICALLY PRESENT the development of the University's first-time enrollment profile over the next five years in support of its admissions goals. The data for fiscal years 1984 (1983-4), 1985, 1986, and 1987 reflect actual data; the data for the remaining years represent projected data.

Enrollment:

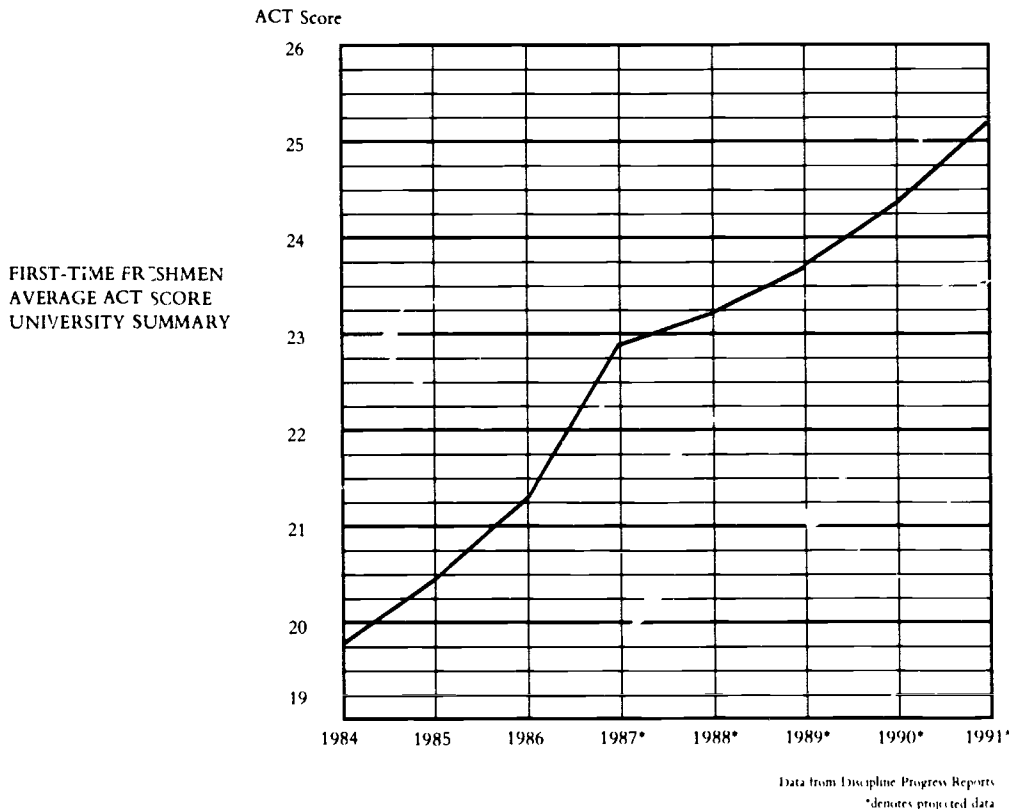
Number of First Time Freshman Enrollees and First Time Transfers

The number of first-time freshmen is projected to remain stable at 1,600-1,650 per year. Transfer students will enroll at a rate of 250 per year and this will result in an enrollment of approximately 5,700 undergraduates.

Ability Levels:

Desired Average Test Score and High School Rank Percentile

Admission goals indicate that incoming students should have an average test score at the 85th percentile (ACT or SAT) and an average high school rank at the 85th percentile. It is expected that both first-time freshmen and transfer students will be at this level.



Geographic Diversity

A rich variety of viewpoints is essential to the life of a university. Interaction among students influences intellectual growth; it is also crucial to other kinds of development. A balance of cultural diversity and geographic origin should be maintained, with the recruitment of high-ability, talented students extending throughout the state, nationally, and internationally. Primary emphasis will be directed to forming a solid base of talented Missouri students. Care will be taken that no out-of-state geographic area is significantly over-represented in any program as compared to the University average as a whole.



Students in a systems analysis class make a cooperative problem solving effort.

SUMMARY OF DATA BY DISCIPLINE AND TOTAL UNIVERSITY UNDERGRADUATE PROGRAMS

FIRST-TIME FRESHMEN ENROLLMENT Fiscal Year Data

	ACTUAL				PROJECTED			
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Accounting	144	187	182	231	170	130	110	110
Business Administration	163	195	203	250	170	140	110	110
Music	46	30	43	46	47	48	48	48
Art	24	21	11	24	30	35	35	35
Family Sciences	23	25	14	22	30	30	32	35
Communication	56	51	61	61	66	71	75	75
Spanish	1	3	4	5	5	5	6	8
French	1	3	4	3	5	5	6	8
German	-	-	-	3	5	5	6	8
English	12	17	33	79	90	96	102	102
Mathematics	44	37	39	35	50	55	55	60
Computer Science	76	77	60	71	75	80	85	90
Nursing	45	35	40	25	50	50	50	50
Industrial Science	78	55	37	36	55	55	55	55
Health	-	0	0	0	10	12	15	17
Exercise Science	18	15	14	14	30	32	34	35
Agricultural Science	61	49	33	36	55	60	65	65
Biology	98	105	95	121	100	100	100	100
Chemistry	19	19	20	23	33	34	35	35
Physics	10	14	14	32	18	18	18	18
Economics	0	1	2	4	25	40	45	55
History	20	14	10	14	22	30	35	35
Justice Systems	29	35	15	38	20	25	30	30
Philosophy & Religion	0	2	1	0	6	8	10	10
Political Science	22	25	28	43	45	50	55	55
Psychology	26	24	40	57	50	55	60	60
Sociology/Anthropology	4	5	4	7	12	18	20	20
Communication Disorders	5	4	5	10	18	20	20	20
Sub-Total	1,025	1,048	1,012	1,290	1,292	1,307	1,317	1,349
Arts and Sciences	313	322	284	327	353	333	325	298
Phased-out Programs	230	230	74	84	-	-	-	-
UNIVERSITY UG TOTALS	1,568	1,597	1,370	1,701	1,645	1,640	1,642	1,647

SUMMARY OF DATA BY DISCIPLINE AND TOTAL UNIVERSITY UNDERGRADUATE PROGRAMS

FIRST-TIME FRESHMEN: AVERAGE HIGH SCHOOL RANK

Fiscal Year Data

	ACTUAL				PROJECTED			
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Accounting	74.0	76.0	79.5	82.0	84.0	86.0	88.0	90.0
Business Administration	69.0	71.0	74.7	76.0	82.0	85.0	87.0	90.0
Music	87.1	79.2	85.2	75.0	85.0	85.0	85.0	85.0
Art	60.0	73.0	69.4	75.0	70.0	73.0	74.0	74.0
Family Sciences	70.0	73.0	78.0	78.0	82.0	82.0	85.0	85.0
Communication	73.0	70.0	67.0	70.0	73.0	74.0	75.0	76.0
Spanish	79.0	81.0	-	83.0	85.0	90.0	90.0	90.0
French	79.0	81.0	-	83.0	85.0	90.0	90.0	90.0
German	-	-	60.0	80.0	75.0	75.0	80.0	80.0
English	82.0	80.0	83.0	85.0	87.0	87.0	90.0	90.0
Mathematics	77.0	82.0	83.4	87.0	85.0	86.0	87.0	87.0
Computer Science	77.0	79.2	83.0	83.0	83.0	84.0	85.0	86.0
Nursing	85.0	79.0	79.8	80.0	82.0	83.0	84.0	85.0
Industrial Science	67.0	67.0	65.2	71.0	68.0	71.0	75.0	77.0
Psychology	-	-	-	-	72.0	74.0	75.0	77.0
Science	65.0	65.1	67.0	70.0	71.0	73.0	74.0	75.0
Agricultural Science	65.0	60.0	71.0	70.0	75.0	77.0	80.0	80.0
Biology	77.0	80.5	82.0	82.0	86.0	87.0	88.0	88.0
Chemistry	76.0	84.1	84.6	83.0	85.5	86.0	86.5	86.5
Physics	74.0	79.0	82.4	82.0	95.0	95.0	95.0	95.0
Economics	-	-	-	90.0	60.0	65.0	70.0	80.0
History	64.0	67.0	82.6	80.0	80.0	85.0	85.0	85.0
Justice Systems	60.0	61.8	70.6	74.0	75.0	80.0	80.0	80.0
Philosophy & Religion	-	89.0	-	-	85.0	85.0	85.0	85.0
Political Science	75.0	74.7	80.4	80.0	85.0	85.0	85.0	85.0
Psychology	76.0	70.0	76.6	78.0	85.0	85.0	85.0	85.0
Sociology/Anthropology	70.0	79.5	44.3	66.0	65.0	70.0	75.0	75.0
Communication Disorders	84.3	83.0	71.6	75.0	80.0	82.0	85.0	85.0
Sub-Total	65.4	72.2	72.1	78.2	80.8	82.4	83.6	84.9
Arts and Sciences	67.0	71.0	71.7	78.8	81.0	82.5	83.5	84.0
UNIVERSITY UG TOTAL	71.9	74.5	76.0	78.3	80.8	82.4	83.6	84.8

SUMMARY OF DATA BY DISCIPLINE AND TOTAL UNIVERSITY UNDERGRADUATE PROGRAMS

FIRST-TIME FRESHMEN: AVERAGE ACT SCORES
Fiscal Year Data

	ACTUAL				PROJECTED			
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Accounting	19.8	20.9	21.7	23.1	24.0	25.0	26.0	26.5
Business Administration	19.6	19.9	20.6	22.5	24.0	25.0	26.0	26.5
Music	21.4	19.5	19.8	21.9	21.0	22.0	23.0	23.0
Art	20.8	20.1	19.9	21.8	21.0	21.0	22.0	22.0
Family Sciences	17.3	18.1	20.6	20.7	21.8	22.3	23.0	23.5
Communication	20.4	19.3	20.8	22.4	21.5	22.0	22.5	23.0
Spanish	23.5	22.8	22.0	22.6	25.0	25.0	25.0	25.0
French	23.5	22.8	22.1	22.6	25.0	25.0	25.0	25.0
German	-	-	23.3	22.6	23.8	24.0	24.0	24.0
English	22.4	21.3	22.7	24.6	23.5	23.5	24.0	24.0
Mathematics	23.0	22.4	23.1	25.1	26.0	26.5	27.0	27.5
Computer Science	22.0	22.8	24.1	24.5	24.5	25.0	25.5	26.0
Nursing	22.2	20.6	22.2	22.4	23.2	23.6	23.8	24.0
Industrial Science	19.3	20.0	19.1	21.3	20.5	21.0	22.0	22.5
Health	-	-	-	-	21.5	22.0	23.0	23.5
Exercise Science	17.0	18.1	19.5	20.9	20.5	21.0	22.0	22.5
Agricultural Science	17.9	18.7	20.7	21.7	23.0	24.0	25.0	25.0
Biology	22.0	22.2	22.9	23.9	25.2	26.1	26.8	26.8
Chemistry	23.7	24.0	24.6	26.7	25.0	26.0	26.5	26.5
Physics	23.8	25.8	24.5	25.7	30.0	30.0	30.0	30.0
Economics	-	-	-	20.8	24.0	24.0	24.0	24.0
History	19.0	22.3	23.9	23.8	23.5	24.0	24.0	24.0
Justice Systems	18.0	18.8	20.3	21.3	22.5	23.0	23.5	23.5
Philosophy & Religion	-	27.5	-	-	24.0	24.5	25.0	25.0
Political Science	22.3	23.2	23.6	24.9	24.0	24.3	24.3	24.3
Psychology	20.8	21.2	21.5	23.4	22.2	22.6	23.0	23.0
Sociology/Anthropology	20.0	17.8	16.0	20.3	20.0	21.0	23.0	23.0
Communication Disorders	20.9	22.0	18.4	20.0	23.0	23.0	23.0	23.0
Sub-Total Arts and Sciences	19.8	20.7	20.4	22.8	23.1	23.6	24.3	25.2
	19.1	19.6	21.1	22.9	23.5	24.0	24.5	24.5
UNIVERSITY WIG TOTAL	19.8	20.4	21.2	22.8	23.2	23.7	24.3	25.1

SUMMARY OF DATA BY DISCIPLINE AND TOTAL UNIVERSITY UNDERGRADUATE PROGRAMS

FIRST-TIME TRANSFER STUDENTS: ENROLLMENT Fiscal Year Data

	ACTUAL			PROJECTED			
	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Accounting	30	27	34	17	18	19	20
Business Administration	67	53	34	26	24	22	20
Music	9	5	7	5	5	5	5
Art	10	6	4	7	8	8	8
Family Sciences	14	15	5	4	4	4	4
Communication	11	19	9	10	5	5	5
Spanish	0	1	0	3	3	3	3
French	0	0	0	2	2	2	2
German	0	1	0	1	2	2	2
English	5	19	22	20	15	15	15
Mathematics	11	12	3	10	10	10	10
Computer Science	27	22	3	12	10	10	10
Nursing	1	3	4	4	4	4	5
Industrial Science	26	16	9	5	5	5	5
Health	2	2	1	3	4	5	5
Exercise Science	9	20	9	16	15	14	13
Agricultural Science	19	11	12	12	15	15	15
Biology	23	25	12	20	20	20	20
Chemistry	1	1	5	1	1	1	1
Physics	1	2	2	1	0	0	0
Economics	1	1	1	8	15	20	20
History	10	6	5	6	7	7	7
Justice Systems	14	18	12	10	12	14	14
Philosophy & Religion	1	1	0	1	1	1	1
Political Science	8	7	4	10	10	10	10
Psychology	16	6	6	10	10	10	10
Sociology/Anthropology	7	2	3	6	8	10	10
Communication Disorders	14	6	1	9	10	10	10
Sub-Total	337	307	207	239	243	251	259
Arts and Sciences	109	97	58	25	20	15	0
UNIVERSITY UG TOTALS	446	404	265	264	263	266	250

SUMMARY OF DATA BY DISCIPLINE AND TOTAL UNIVERSITY UNDERGRADUATE PROGRAMS

MAJORS HEADCOUNT

Fiscal Year Data

	ACTUAL				PROJECTED			
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Accounting	409	462	507	582	500	450	400	350
Business Administration	892	962	965	971	850	709	617	530
Music	110	117	108	132	112	112	114	117
Art	107	107	89	89	104	115	115	115
Family Sciences	173	199	169	167	150	155	155	160
Communication	250	256	272	321	299	312	319	319
Spanish	7	9	10	20	12	15	17	25
French	7	9	17	11	13	15	18	25
German	-	-	3	0	12	15	22	25
English	84	70	87	110	11	298	365	365
Mathematics	124	131	138	130	155	160	170	175
Computer Science	259	262	255	232	270	280	290	300
Nursing	172	162	160	131	162	165	170	180
Industrial Science	320	353	325	321	275	250	225	225
Health	8	9	10	9	30	34	38	42
Exercise Science	138	140	143	135	149	152	155	160
Agricultural Science	286	214	220	177	250	260	270	270
Biology	355	353	358	371	375	387	400	400
Chemistry	65	70	70	84	100	100	100	100
Physics	18	19	21	62	45	42	48	48
Economics	7	7	15	11	55	75	100	120
History	66	77	73	89	89	120	154	154
Justice Systems	239	243	236	209	132	103	133	133
Philosophy & Religion	8	10	7	5	19	29	40	40
Political Science	83	89	101	109	152	179	207	207
Psychology	134	140	144	189	187	204	210	210
Sociology/Anthropology	48	47	30	36	55	86	115	115
Communication Disorders	61	79	50	49	71	81	81	81
Sub-Total	4,430	4,596	4,576	4,755	4,844	4,903	5,048	4,991
Arts and Sciences	722	669	616	682	680	640	650	717
Phased-out Programs	1,170	1,055	815	595	445	304	92	-
UNIVERSITY UG TOTALS	6,322	6,320	6,007	6,032	5,969	5,847	5,790	5,708

ADMISSION REQUIREMENTS FOR INCOMING UNDERGRADUATE STUDENTS

FUNDAMENTAL ADMISSIONS PLANNING GOALS for the next five years reflect the University's commitment to keep current high school talent in Missouri and to attract such talent from surrounding states. The Missouri Department of Elementary and Secondary Education currently estimates that 55 percent of Missouri's brightest high school graduates seek higher education outside the state. The severity of this brain drain is compounded by the fact that the distribution of Missouri's population is shifting toward the higher age brackets and is projected to continue to do so. A select, public, affordable institution thus fills a pressing need in the state. It offers an alternative for bright students who would otherwise be obliged to travel considerable distances and to pay substantial costs for attending comparable institutions elsewhere.

Despite the projected demand provided by this alternative, the number of new students who can be admitted to the University each year will be limited by the number of students who are already enrolled. For reasons of efficiency and maximum program effectiveness, the commitment will be to maintain an optimum university size of approximately 5,700 undergraduate students. Increased demand will therefore not produce growth in numbers, but will allow increases in quality. Indeed, total undergraduate headcount is expected to decline by approximately 300 students by 1991.

As indicated in the preceding tabular summary, the University expects steady increases in average ACT percentiles for entering undergraduates over the next five years. Essentially, by 1991 the University will be attracting and enrolling students in the upper 30 percent of scores on nationally normed college entrance examinations with an average at the 85th percentile.

In addition to test scores, admission to the University will be based on high school performance (class rank, grade point average, and curriculum) and on special talent, abilities, or achievements.

The following academic profile of a freshman class will serve as a general guideline for admission purposes for the first year in the five-year plan.

General Freshman Academic Profile
FIRST YEAR OF FIVE-YEAR PLAN

Class Rank	Percent	Test Score	Percent
90-99th percentile	33%	90-99th percentile	30%
80-89th percentile	25%	80-89th percentile	29%
70-79th percentile	22%	70-79th percentile	16%
60-69th percentile	16%	60-69th percentile	17%
50-59th percentile	4%	50-59th percentile	8%

The projected academic profile of the 1990 Freshman Class, as indicated by the planning document summary of undergraduate programs, will be as follows:

Projected Freshman Academic Profile
1990 ENTERING CLASS

Class Rank	Percent	Test Score	Percent
90-99th percentile	40%	90-99th percentile	35%
80-89th percentile	25%	80-89th percentile	27%
70-79th percentile	18%	70-79th percentile	16%
60-69th percentile	13%	60-69th percentile	15%
50-59th percentile	4%	50-59th percentile	7%
Avg. Class Rank: 84.8th percentile		Avg. Test Score: 85th percentile	

The size of the incoming freshman class throughout the five-year period is projected at 1,650 students. Enrollment of transfer students will be limited to 250 students who will be comparable in ability to beginning freshmen.

The importance of enrolling a critical mass of talented students in each program prompts the University to recognize and to recruit for the special talents, achievements, and abilities necessary for maintaining particular programs. This may require individual exceptions to be made in proposed admissions standards. For example, special consideration will be given to students with special talents (e.g., musicians and artists). However, minimums generally at or above the 50th percentile on nationally-normed tests and ranks in the upper one-half of high school graduating classes will be required for all entering students. The University also will continue to recognize the importance of having sufficient representation of minority students to ensure the diversity of the student body.

GOALS FOR INCOMING GRADUATE STUDENTS

THE UNIVERSITY'S COMMITMENT TO STRENGTHEN the quality of its graduate program also includes careful enrollment planning. Moreover, the recruitment of outstanding graduate students requires specialized resources. An excellent faculty and a research-oriented library are required. While some specialized facilities may be required to support graduate programs, most are built on a solid undergraduate base and will share academic resources. Given adequate support resources, the following goals have been developed regarding incoming graduate students.

GOAL I

TO RECRUIT HIGH-ABILITY GRADUATE STUDENTS WITH DEMONSTRATED POTENTIAL TO SUCCEED IN RIGOROUS POST-BACCALAUREATE PROGRAMS.

Admission will be selective and will be based upon the following criteria: undergraduate grade point average (3.0 or above is expected for admission to all programs); or scores on nationally normed examinations such as the Graduate Record Exam (GRE) General Examination, Graduate Management Admissions Test (GMAT), or appropriate GRE Subject Examinations that indicate the knowledge and skills necessary for success in graduate education; and evidence of professional promise based upon honors, publications, and work experience.

GOAL II

TO ATTRACT OUTSTANDING GRADUATE STUDENTS WITH BACCALAUREATE DEGREES FROM OTHER INSTITUTIONS OF HIGHER LEARNING, STUDENTS FROM OUTSIDE MISSOURI, AND STUDENTS FROM OTHER COUNTRIES.

As is the case with undergraduate education, diversity of geographic origin constitutes an important attribute of the graduate experience. Diverse cultures, viewpoints, and experiences help provide leavening that lifts graduate education above the baccalaureate level.

GOAL III

TO LIMIT GRADUATE ENROLLMENT TO MODEST BUT ADEQUATE NUMBERS TO ENSURE INTELLECTUAL INTERACTION.

Because graduate education supports and reinforces faculty scholarship and undergraduate learning, graduate recruitment efforts will be directed toward enrolling a sufficient number of high-caliber graduate students to provide the desired balance for scholarly interchange in each graduate discipline. Each master's program will thus have the goal of admitting at least five to ten new students each year.



A graduate student performs entomological research in one of several laboratories in Science Hall.

SUMMARY OF DATA BY DISCIPLINE AND TOTAL UNIVERSITY GRADUATE PROGRAMS

THE NUMBER OF FIRST-TIME GRADUATE STUDENTS accepted each year will be strictly limited. The trend in graduate admissions also reflects growth in the number of full-time students within the programs of the new mission, as compared to largely summer enrollment in many of the graduate programs currently offered.

FIRST-TIME GRADUATE STUDENTS
Fiscal Year Data

	ACTUAL				PROJECTED			
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Accounting	5	2	2	5	15	20	25	30
Education	0	0	0	5	20	50	75	150
Music	11	8	12	14	15	16	16	16
English	14	20	20	20	20	20	20	20
Mathematics	3	6	10	10	12	12	12	12
Communicatio.. Disorders	16	17	13	14	12	12	12	12
Biology	16	9	8	10	14	15	19	20
History	6	8	9	7	7	7	13	12
Counseling	48	45	30	40	15	5	7	10
Sub-Total	119	115	104	125	130	157	199	282
Phased-out Programs	380	428	332	110	-	-	-	-
UNIVERSITY TOTAL	499	543	436	235	130	157	199	282



Paula Presley, a cum laude graduate, is currently enrolled as an MA candidate in History. Her proposed MA thesis is on the first printer in England, William Caxton.

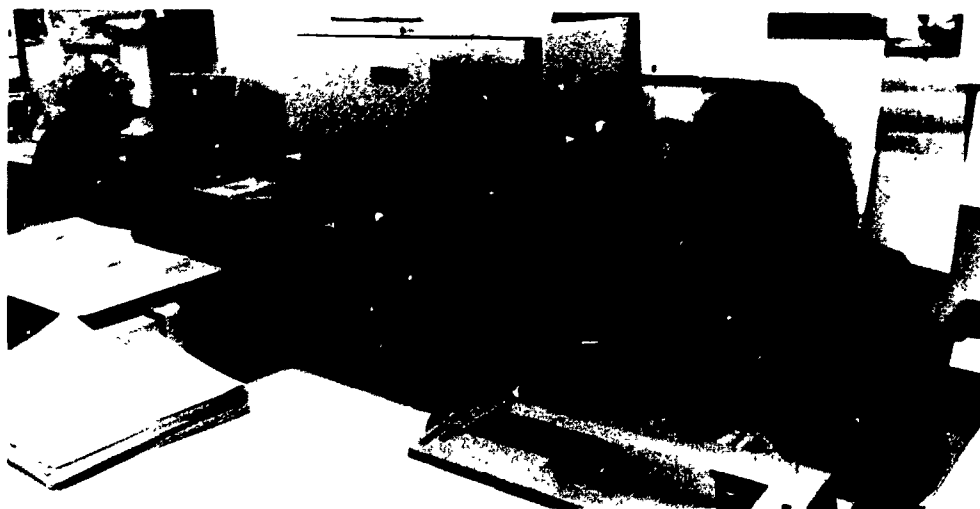
ADMISSION REQUIREMENTS FOR GRADUATE STUDENTS

APPPLICANTS FOR GRADUATE STUDY who have demonstrated a high level of achievement in undergraduate study and who have personal qualities indicative of high professional promise are emphasized in proposed graduate admissions requirements. Such students will contribute to the stimulation of creativity, high standards, and scholarly climate throughout the University.

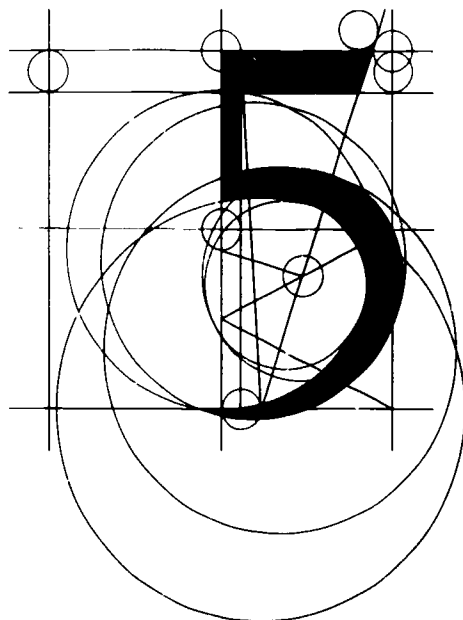
Admission to graduate study at Northeast Missouri State University will be selective and will be based on the following criteria:

- Bachelor's degree from an accredited college or university.
- Score on the GRE (Graduate Record Examination) General Examination, GRE Subject Examination, or the GMAT (Graduate Management Admissions Test) as required by the admitting program.
- Resume, work experience, letters of recommendation, and interview as required by the respective program.

The Graduate Office will send all materials to the graduate admissions committee of the designated program. The admissions decision will be made by that committee on the basis of the above information and a report will be submitted to the Graduate Office. The Graduate Office will notify the applicant of acceptance or denial.



The Graduate Office staff assists students with academic concerns.



THE GRADUATING STUDENT PLAN

RATIONALE

AS A LIBERAL ARTS AND SCIENCES UNIVERSITY, Northeast Missouri State University is an institution in which all baccalaureate degrees are based on a solid liberal arts and sciences core followed by in-depth study in the discipline of a chosen major program. This curriculum is intended both to prepare the student for advanced professional and graduate study and to instill important values of scholarship and life-long learning. In many respects, this curriculum is best described in terms of its outcomes—those attributes that it is trying to produce. The liberal arts and sciences curriculum of core and major, combined with the cultural, social, and scholarly environment of the University, will yield graduates who possess the intellectual, social, and cultural attributes traditionally associated with a liberally educated person and which are expected in a person pursuing a Ph.D. and/or occupying a leadership role in a rapidly changing society.

In brief, the graduates of the University are expected to possess (1) the requisite knowledge and skills for a lifetime of continued learning and informed decision making, (2) the ability to educate themselves in solving problems and in developing new competencies and visions, (3) the ability and motivation to become leaders in their disciplines, professions, and communities, and (4) attitudes of tolerance, civility and compassion, critical thinking, and confidence in their ability to function in an uncertain world. Northeast graduates are expected to function in society as leaders in education, in business, in government, in industry, in the learned professions, and in society in general. They will pursue lifelong learning through additional studies, through formal professional training, and through graduate degree programs. They will demonstrate the validity and integrity of their educational achievements through successful adult accomplishments and through other contributions to society.



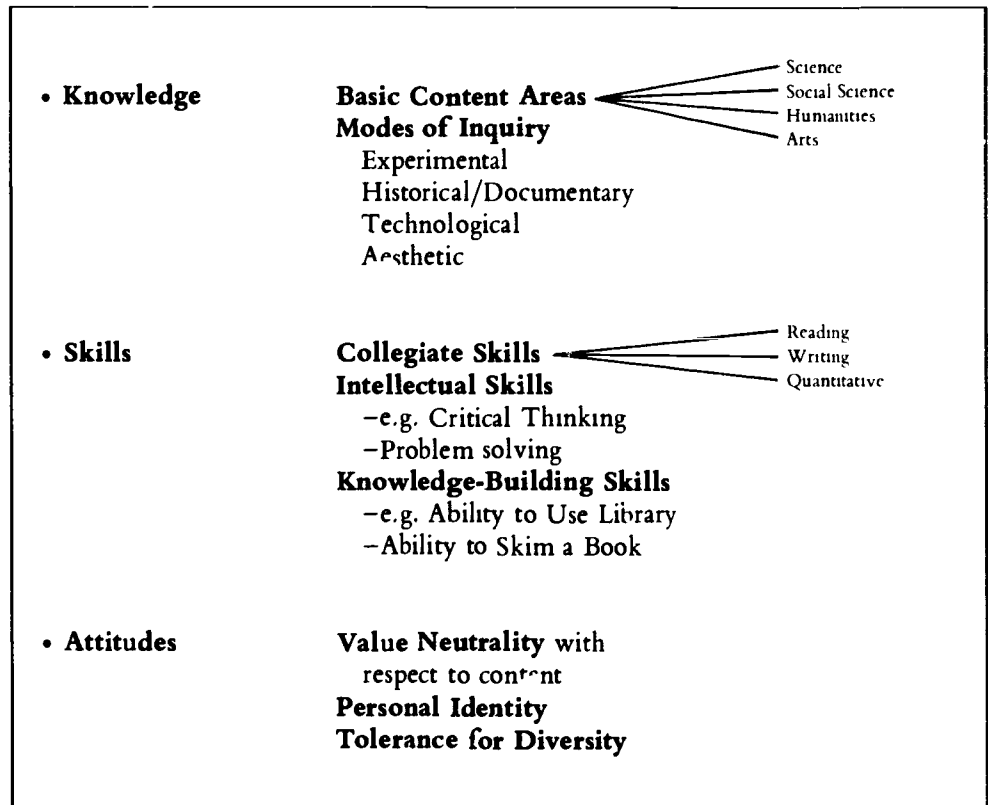
Dean of Instruction Darrell Krueger announces the honors graduates at commencement.

OUTCOMES FOR BACCALAUREATE GRADUATES

INTENDED OUTCOMES FOR BACCALAUREATE GRADUATES reflect the University's commitment to develop members of society who are characterized by leadership qualities, knowledge, skills, and ongoing scholarship and whose conduct exemplifies tolerance, learning, civility, and service. The number of degrees granted will approximate 1,180 by 1991, reflecting an estimated 70 percent retention of first-time freshmen over five years.

Intended outcomes for baccalaureate graduates are summarized in the chart below. Because the undergraduate experience at Northeast is intended to be an integrated, interdisciplinary experience, these outcomes will be fostered both through coursework in the liberal arts and sciences core and through continuing study in the major field.

INTENDED OUTCOMES OF LIBERAL EDUCATION



Within the realm of *knowledge*, students are expected to be familiar with the content, methods, and history of the four traditional disciplinary groupings—the sciences, social sciences, humanities, and the arts. At the same time, they are expected to be familiar with basic modes of inquiry that cut across disciplines—experimental inquiry based on the notion of empiric | verification of testable hypotheses, historical/documentary inquiry based on the critical analysis and comparison of texts and archives, technological inquiry based on the application of knowledge to explicit problem-solving situations, and aesthetic inquiry based on artistic interpretation and the assignment of meaning.

Within the realm of *skills*, students are expected to demonstrate proficiency in reading, writing and communications skills, and in basic quantitative skills. Coursework is also intended to foster and develop higher-order intellectual skills such as critical thinking, problem solving, and the ability to function in an ambiguous or uncertain environment. Finally, the curriculum is intended to reinforce a set of specific knowledge-building skills appropriate to further formal study and to lifelong learning; among these are the ability to use a library, computer literacy, and the ability to skim and to summarize large bodies of text.



Students utilize one of many computer labs on campus for various academic assignments.

Finally, within the realm of *attitudes*, students are expected to internalize and demonstrate a number of core values traditionally associated with the liberally educated person. Among these are the value of judging evidence on its merits rather than on its source, development of a sense of personal identity and an appropriate set of intellectual values, and tolerance and respect for persons, ideas, and cultures other than one's own.

These outcomes represent a basic planning template for undergraduate courses and curricula at the University. At the same time, they represent a set of future evaluation dimensions for assessing the effectiveness of the undergraduate program. They are embodied in the following planning goals.

GOAL I

TO GRADUATE STUDENTS AT THE BACCALAUREATE LEVEL POSSESSING CONSIDERABLE BREADTH OF LIBERAL LEARNING.

In addition to professional knowledge, the graduate of a distinctive liberal arts and sciences university should exemplify and incorporate qualities of courtesy and sensitivity to other individuals, tolerance of diverse intellectual viewpoints, and demonstrated commitment to considered ethical and aesthetic values. Such a person has the knowledge, skills, and attitudes that



Kent McAlexander, associate professor of art, uses a campus exhibit for a modern art lecture.

permit critical reflection on information; that allow full comprehension and flexible application of numerical and scientific concepts; that invite critical analysis and inquiry; that reflect and respect the interrelationships among the humanistic, artistic, scientific, and social elements of culture; that facilitate intelligent and cultivated response to any given situation or assignment; and that encourage clear, fluent written and oral expression. Liberal learning outcomes of the curriculum will be assessed through sophomore testing and by the satisfaction of students regarding liberal learning expressed on a Graduating Student Questionnaire. Both of these evaluation mechanisms are already in place as part of the University's value-added assessment program.

GOAL II

TO GRADUATE STUDENTS WHO ARE NATIONALLY COMPETITIVE IN THEIR MAJOR FIELDS AND WHO DEMONSTRATE MASTERY OF THEIR DISCIPLINE'S SUBJECT MATTER AND PROFICIENCY WITH ITS DISTINCTIVE METHODS OF INQUIRY.

Graduates of undergraduate degree programs will have been challenged personally and intellectually. They will be nationally competitive in their major field as verified by achievement on a senior examination using a recognized assessment instrument. They will be personally satisfied with their educational experiences in the major as indicated through responses on the Graduating Student Questionnaire. Graduates will also exhibit their mastery in the discipline by means of an integrative "capstone" senior experience such as an independent project, paper, or comprehensive examination.



Division heads James Lyons, Social Science, and Edwin Carpenter, Language and Literature, examine graduating student data.

GOAL III

TO GRADUATE STUDENTS WHO POSSESS SELF-ESTEEM, SELF-CONFIDENCE, AND READINESS TO ACCEPT THE CHALLENGES OF ADULT LIFE, SUFFICIENT TO MEET THE REQUIREMENTS OF CHANGE AND PROFESSIONAL/CAREER ADAPTATION, AND TO CONTRIBUTE CONSTRUCTIVELY AND CREATIVELY TO SOCIETY.

In addition to the formal curriculum, the University is committed to fostering an intellectually exciting and supportive environment in which students can work, study, live, and learn. The University recognizes the importance of creating a sense of community by facilitating interaction among faculty, students, and administrators. Comprehensive student assessment and testing at Northeast, already established, clarifies expectations, increases involvement, improves achievement, and promotes self-confidence. In addition, expected enhancement of student-instructor relationships will serve to challenge individual students to higher levels of scholarship, will motivate students to emulate qualities of professionalism, and will encourage students to develop their own sense of personal identity.



A graduate student performs field research on ground squirrels with Scott Ellis, associate professor of zoology.

In sum, baccalaureate graduates will possess intellectual and personal qualities found in the fully educated person. A high percentage will enter graduate or professional higher education. Furthermore, a high percentage will move into leadership positions in their disciplines or professional fields. All are expected to lead productive and enriched personal lives and contribute to the betterment of society.



Alumnus Marvin McClanahan, on the air at KIRX, was the 1984 Broadcaster of the Year for small radio stations.

DATA REPRESENTATION OF BACCALAUREATE OUTCOMES

ATTAINMENT OF THE OUTCOMES DESIRED of each degree program and of the University experience as a whole can be judged in part by information gathered through the University's value-added assessment program. The effectiveness of the University's efforts over time will be evidenced by improvements (1) in the achievement of students and graduates in the liberal arts and in specific disciplines, and (2) in the level of student and graduate satisfaction with elements of their core and major programs and with their own involvement in learning. The tables below indicate the kinds of changes expected in selected student outcomes of the liberal arts and sciences core and of the major field, as indicated by existing test or questionnaire items regularly collected as part of the University's ongoing value-added assessment program.



Bryce Jones, associate professor of business administration, leads the traditional graduation procession to Stokes Stadium for Spring commencement.

Liberal Learning Outcomes
Liberal Arts and Sciences Core

	ACTUAL		PROJECTED				
	1985	1986	1987	1988	1989	1990	1991
TESTING DATA Sophomore ACT Test							
Soph ACT Percentile	73.0	80.0	82.0	84.0	86.0	88.0	90.0
SURVEY DATA GRADUATING STUDENT QUESTIONNAIRE							
Courses in liberal arts core	2.85	2.82	2.85	2.87	2.92	3.00	3.10
Writing effectively	3.13	3.18	3.20	3.23	3.25	3.27	3.30
Speaking effectively	3.12	3.20	3.22	3.25	3.27	3.28	3.30
Recognizing rights, responsibilities and privileges as a citizen	2.92	2.95	2.97	3.00	3.03	3.07	3.10
Understanding and applying mathematics	2.76	2.82	2.85	2.87	2.92	2.97	3.05
Understanding and appreciating arts	2.81	2.89	2.91	2.94	2.97	3.00	3.05
Understanding & applying science	2.85	2.84	2.87	2.89	2.94	2.99	3.05
Learning on your own	3.37	3.33	3.35	3.38	3.43	3.48	3.50

Specialized Learning Outcomes
In-Depth Study of the Major

	ACTUAL		PROJECTED				
	1985	1986	1987	1988	1989	1990	1991
TESTING DATA Senior Examination							
Percent achieving above 50%-tile	52%	53%	62%	67%	71%	75%	77%
SURVEY DATA GRADUATING STUDENT QUESTIONNAIRE							
Course content in the major	3.33	3.34	3.37	3.39	3.43	3.46	3.50
Quality of instruction in major	3.22	3.23	3.25	3.28	3.33	3.38	3.45
Availability of courses in major	3.09	3.04	3.06	3.09	3.15	3.25	3.30
Faculty academic advising	2.99	2.85	2.87	2.90	3.00	3.10	3.15
Ability to apply knowledge	3.18	3.34	3.36	3.39	3.40	3.42	3.45
Knowledge of theories of major	3.16	3.33	3.35	3.38	3.40	3.42	3.45
Avg. hours spent on study/week	12	14	16	18	20	22	24
Avg. times/semester used or accessed library resources	2.50	4.00	8.00	12.00	16.00	20.00	30.00
POST GRADUATE BEHAVIOR PERCENTAGE GOING ON FOR PH.D. OR PROFESSIONAL DEGREE							
	13%	15%	20%	23%	25%	27%	30%
DEGREES GRANTED 1991 COMPLETERS SHOW A 70% RETENTION							
	1,025	1,092	1,055	1,049	1,048	1,132	1,184

SUMMARY OF DATA BY DISCIPLINE AND TOTAL UNIVERSITY UNDERGRADUATE PROGRAMS

UNDERGRADUATE DEGREES GRANTED Fiscal Year Data

	ACTUAL			PROJECTED				
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Accounting	61	53	57	60	65	72	80	100
Business Administration	214	212	238	210	200	190	180	170
Music	10	14	16	15	15	16	16	16
Art	17	18	16	18	22	19	22	23
Family Sciences	37	29	33	37	39	40	40	40
Communication	65	58	71	74	78	88	93	93
Spanish	1	3	3	3	6	8	10	13
French	0	3	0	3	6	7	10	12
German	-	-	-	-	-	-	6	8
English	18	21	25	20	22	24	60	85
Mathematics	8	21	16	25	30	35	40	42
Computer Science	32	41	54	48	50	46	50	52
Nursing	48	41	39	40	40	45	45	45
Industrial Science	69	72	100	100	90	90	70	70
Health	2	2	0	5	9	15	16	18
Exercise Science	31	22	26	30	34	34	38	41
Agricultural Science	49	72	42	50	55	55	55	55
Biology	27	31	32	38	44	53	65	65
Chemistry	7	7	11	13	15	18	21	21
Physics	6	6	3	4	5	5	8	8
Economics	7	2	6	6	14	17	38	48
History	14	8	10	16	11	15	17	17
Justice Systems	47	54	74	65	63	18	21	21
Philosophy & Religion	2	3	4	1	2	3	3	3
Political Science	17	12	11	12	18	24	29	29
Psychology	31	23	19	36	41	57	63	63
Sociology/Anthropology	15	8	8	5	4	4	6	6
Communication Disorders	11	11	14	18	20	20	20	20
sub-Total	846	847	928	952	998	1,018	1,122	1,184
Phased-out Programs	192	178	164	103	51	30	10	-
UNIVERSITY UG TOTALS	1,038	1,025	1,092	1,055	1,049	1,048	1,132	1,184

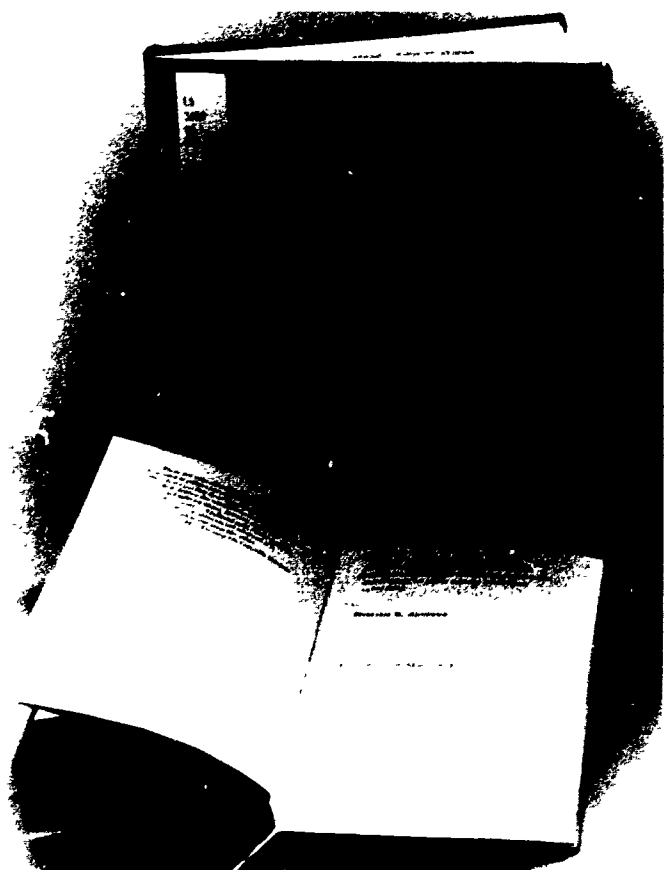
OUTCOMES FOR MASTER'S GRADUATES

GRADUATES OF MASTER'S PROGRAMS AT NORTHEAST Missouri State University are expected to have solid academic records, to display personal qualities that reveal professional promise, and to be in demand in intellectual and professional circles. Specific outcomes goals for master's graduates include the following:

GOAL I

TO GRADUATE MASTER'S DEGREE STUDENTS WHO POSSESS APPROPRIATE DEPTH OF KNOWLEDGE IN A SPECIFIC DISCIPLINE.

The depth of knowledge inherent in the University's graduate programs requires sequential knowledge, sophisticated understanding, creativity, and skills of synthesis. The students' intellectual and analytical powers are strengthened by consideration of deep, complex perspectives within the given discipline.



Captain William Andrews' 1972 History Master's Thesis was published one year later by The University of Missouri Press.

GOAL II

TO GRADUATE MASTER'S DEGREE STUDENTS WHO WILL BE QUALIFIED FOR ENTRY INTO DOCTORAL PROGRAMS AT LEADING UNIVERSITIES.

Recipients of master's degrees from Northeast Missouri State University will be qualified in terms of their disciplinary knowledge, their research abilities, and their written communication skills to enter doctoral programs at the Ph.D. level or in legal, medical, or theological study. Each graduate program at the University will emphasize not only techniques of research appropriate to the discipline but also the ability to present research results in a clear, concise, and eloquent fashion. This goal will be accomplished through papers required in various classes and papers which are frequently submitted to professional organizations in the discipline and presented for jurying before audiences in a competitive situation. All programs except mathematics and music will require a formal thesis which will be judged by a committee of three professors in the discipline plus one from an appropriate outside field. Mathematical research is expressed differently, but even in that field students do a considerable amount of writing. Music will offer a performance option to the thesis for those students who wish to select such an alternative. All programs will require written and oral comprehensive examinations to demonstrate knowledge, ability to apply theory, and reasoning facility.



Graduate student Scott Reed with the computer he uses to compose music.

GOAL III

TO GRADUATE MASTER'S DEGREE STUDENTS WHO WILL BE ABLE TO PERFORM IN APPROPRIATE PROFESSIONAL AND ACADEMIC POSITIONS.

The emphasis upon research inherent in the University's graduate curriculum will place its graduates in the forefront of the advancement and dissemination of knowledge in their disciplines. By working with faculty members individually in the laboratory, through independent writing assignments, and through frequent discussion, graduate students will not only be prepared to do research on their own but will be better able to see its social implications. Emphasis upon problem solving and critical evaluation will be built into all graduate courses where appropriate.



A sorority member assists a participant in the annual Special Olympics competition held in Pershing Arena.

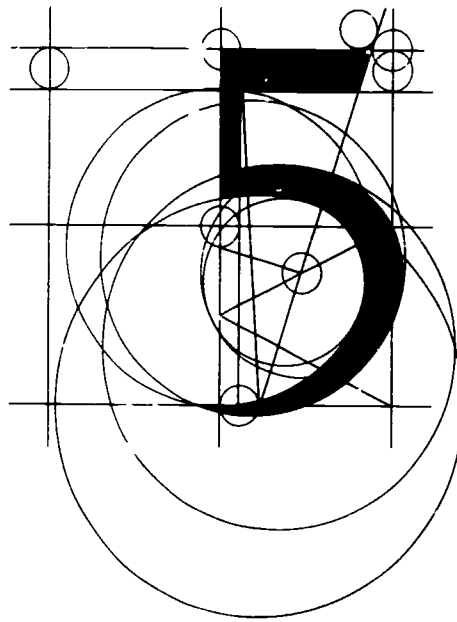
SUMMARY DATA ON MASTER'S DEGREES GRANTED GRADUATE PROGRAMS

MASTER'S DEGREES GRANTED Fiscal Year Data

	ACTUAL			PROJECTED				
	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Accounting	15	13	7	7	9	12	17	21
Education	-	-	-	-	50	75	100	150
Music	10	3	5	6	6	7	8	10
English	16	17	11	20	20	20	20	20
Mathematics	14	6	6	6	8	10	10	12
Communication Disorders	23	11	16	15	12	12	12	12
Biology	3	5	3	5	7	8	10	12
History	2	2	4	8	7	7	12	12
Counseling	32	40	41	30	30	20	15	10
Sub-Total	115	97	93	97	149	171	204	259
Phased-out Programs	198	225	219	203	151	54	-	-
UN.VERSITY TOTAL	313	322	312	300	300	225	204	259



Dr. Ruth Towne, dean of graduate studies, announces the 1985 spring commencement Master's candidates.



THE ACADEMIC PROGRAM PLAN

RATIONALE

A LIBERAL ARTS INSTITUTION is intended to graduate individuals with skills in critical thinking and problem solving, with a good understanding of cultures, institutions, and values, and with the ability to adapt to changing career demands. Liberal learning fosters an understanding and appreciation of the cultural heritage of different societies, emphasizes analysis and evaluation, and challenges conventional assumptions and practices. The educational experiences of students enrolled in such an institution, as embodied in its curriculum, are critical for the development of these outcomes. The intent of the Academic Program Plan is to describe these experiences more fully.

Academic programs at Northeast are designed to ensure that graduates of the University are nationally competitive, and that they will have the knowledge, flexibility, and values to lead successful and useful lives. As a result, each student granted a degree from Northeast is expected to experience and to demonstrate explicitly the qualities of intellect and personality which characterize a liberally-educated person. These outcomes are concretely listed in the Graduating Student Plan presented earlier.

The undergraduate academic program designed to produce these outcomes rests upon two interdependent foundations. First, all students must complete a liberal arts and sciences core curriculum that provides both a basic inventory of advanced intellectual skills and exposure to a wide array of disciplines and modes of inquiry. In addition to the liberal arts core, however, undergraduate education must provide challenging, thorough, and integrated in-depth study in a single discipline. This will ensure that students who graduate from Northeast's degree programs can demonstrate sufficient mastery and practice of disciplinary knowledge and techniques which indicate that they are prepared for successful graduate or professional school work and for leadership in their professions. At least as important, however, in-depth experience in a discipline reinforces wider liberal education goals. Within the context of a discipline, students practice and apply general skills and scholarly values that are thereby reinforced and made concrete. Thus the core and the major program are intended to go hand in hand.

Graduate education will be rigorous, integrated, and research oriented with graduates entering leading doctoral programs across the United States. Graduate programs will only be offered in disciplines in which the University has both a substantial established base of faculty expertise and necessary support. Graduates of the proposed MA in Education program—already

grounded in a major academic field—will go on to become master teachers in elementary and secondary schools. Graduate instruction will not be offered at the expense of the primary undergraduate teaching mission of the University.

Learning situations will emphasize participation in a diverse community of scholars and will be characterized by high levels of intellectual activity. Involvement in research by undergraduate and graduate students fosters such participation and will help provide a scholarly environment appropriate to an institution of higher education in which students are expected to be nationally competitive.

Finally, classroom activity cannot stand alone. Living and learning on a university campus are simultaneous experiences and go beyond formal academic programs. A scholarly and supportive environment is characterized by high intellectual standards, by a professionally grounded student-instructor relationship, by a superior faculty that excels in teaching and scholarly activity, by a pervasive cultural ambiance apparent across campus, and by excellent academic support resources and facilities.



Candy Young, associate professor of political science, meets with students outside class.

THE CURRICULUM

Goals

The program planning effort resulting in this document was guided by goals central to the new liberal arts and sciences mission of Northeast Missouri State University. As part of the planning process, the faculty engaged in a complete and thorough review of the curriculum as a whole, and of each individual program of study. In both cases, particular attention was directed toward providing curricular mechanisms suited to attaining the outcomes presented in the Graduating Student Plan.

Important themes in the development of appropriate curricular mechanisms for the attainment of liberal arts outcomes are summarized in the chart below. These themes guided development of both the core curriculum and of the curriculum of individual undergraduate major programs.

KEY ASPECTS OF THE LIBERAL ARTS EXPERIENCE

1. *Constant exercise of skills*
2. *Independent work and inquiry*
3. *Multiple assessment of performance*
4. *Capstone integrative experience*

Constant exercise of skills refers to the need for curricula to involve active and ongoing practice of both basic and higher-order intellectual skills. Such skills as writing and quantitative analysis, for example, can easily atrophy if not constantly reinforced in the curriculum. Indeed, in the early years of Northeast's value-added assessment program, the University discovered that math performance declined among undergraduates if not actively exercised in coursework. Similar results may be expected of such higher-order intellectual skills as problem solving and critical thinking. As a result, courses have been designed to require exercise of writing and quantitative skills, and to provide ample opportunity for practicing additional skills.

Independent Work and Inquiry refers to the need for the curriculum to involve students actively in the learning process. Considerable research on undergraduate learning documents the fact that students learn faster and better when they participate as independent learners rather than as passive recipients of information. Curricula in both the arts and sciences core and in the disciplines reflect the need for involvement through independent inquiry

inquiry by requiring individual student research and writing projects, oral presentations, and directed readings.

Multiple assessment of performance refers to the need to evaluate student attainment of knowledge and skill outcomes from a variety of perspectives and by using a variety of assessment techniques. Both individual student performance and the adequacy of courses and curricula will continue to be validated and evaluated by the University's Value-Added assessment program in addition to more traditional assessment methods. This program involves both liberal arts core testing and senior testing in the major field. Team teaching and team evaluation in selected core courses are also being explored.

A capstone *integrative experience* refers to the need for a curriculum to consist of more than simply a sequence of courses. As a result of a program of study, students must demonstrate and be evaluated on knowledge and skills that cut across the program of study and that are not comprehensively evaluated in course grading. Undergraduate major programs are thus designed to require students to demonstrate mastery of the discipline through a senior comprehensive examination, a paper or research project, or a portfolio or performance. Graduate programs in most disciplines will require completion of a thesis.



Dan Reiff renders a portrait during a life drawing class.

Overall, the review of academic programs was directed by the following goals:

GOAL I

TO OFFER A STRONG AND COHESIVE LIBERAL ARTS AND SCIENCES CORE CURRICULUM THAT PROVIDES EACH STUDENT, REGARDLESS OF INTENDED SPECIALIZATION, WITH THE FOUNDATION AND BREADTH OF KNOWLEDGE APPROPRIATE TO A LIBERAL ARTS AND SCIENCES EDUCATION.

The proposed common core at Northeast will consist of 49-50 semester hours of required courses, plus an additional requirement of 10-11 hours of liberal arts and sciences courses determined by the individual academic program. Moreover, a candidate for the Bachelor of Arts degree must take an additional 12 hours of foreign language, and a candidate for the Bachelor of Science degree must take an additional 12 hours in science and mathematics. Hence, all students are required to complete a liberal arts and sciences curricular component totalling 72 semester hours.

"Blessed are the Pessimists;



for they HATH made BACKUPS."

--Evasperated 1:1



Students work on a computer program beneath an inspirational injunction.

The proposed liberal arts core is basically a distribution requirement with common outcomes being highlighted and monitored through assessment. Through the feedback obtained from the multiple assessment of students, the degree of success the University is having in producing liberally educated students will be measured. Necessary changes to strengthen the desired outcomes will be made if weaknesses are observed.

GOAL II

TO REQUIRE UNDERGRADUATE DISCIPLINARY SPECIALIZATION PROVIDING EACH STUDENT WITH STUDY IN DEPTH WHICH (A) ENSURE'S THE GRADUATE WILL BE NATIONALLY COMPETITIVE AND WILL EXHIBIT MASTERY OF THE PRACTICE OF THE DISCIPLINE, (B) FURTHERS LIBERAL ARTS GOALS INVOLVING THE INTEGRATION OF KNOWLEDGE, AND (C) PREPARES THE GRADUATE FOR ENTRANCE INTO GRADUATE OR PROFESSIONAL STUDY OR INTO POSITIONS OF LEADERSHIP IN THE PROFESSIONS AND IN SOCIETY.

The programs proposed as the undergraduate offerings at Northeast will be characterized by both rigor and depth. Required courses and related academic experiences both prepare students in the discipline and provide them with experiences that reinforce liberal learning and living. Consistently fostered student/instructor relationships, often embodied in small communities of learning, will challenge individual students to higher levels of scholarship, will motivate them to emulate qualities of professionalism, and will encourage students toward positive personal development.



GOAL III

TO OFFER A SELECT NUMBER OF EXCELLENT GRADUATE PROGRAMS THAT (A) GROW NATURALLY OUT OF THE PHILOSOPHY, VALUES, CONTENT, AND DESIRED OUTCOMES OF A LIBERAL ARTS AND SCIENCES INSTITUTION, AND (B) PREPARE STUDENTS FOR ENTRY INTO DOCTORAL PROGRAMS AT LEADING UNIVERSITIES OR FOR EXEMPLARY PROFESSIONAL SERVICE.

The programs proposed as the University's graduate offering will consist of eight disciplinary master's programs and a new professional master's program in teacher education. These programs grow out of the liberal arts and sciences undergraduate thrust and will be offered only in fields in which the University possesses a sufficient faculty base to support an advanced degree program of high quality. They will be distinctive in their quality of admissions and their emphasis on independent research and inquiry.

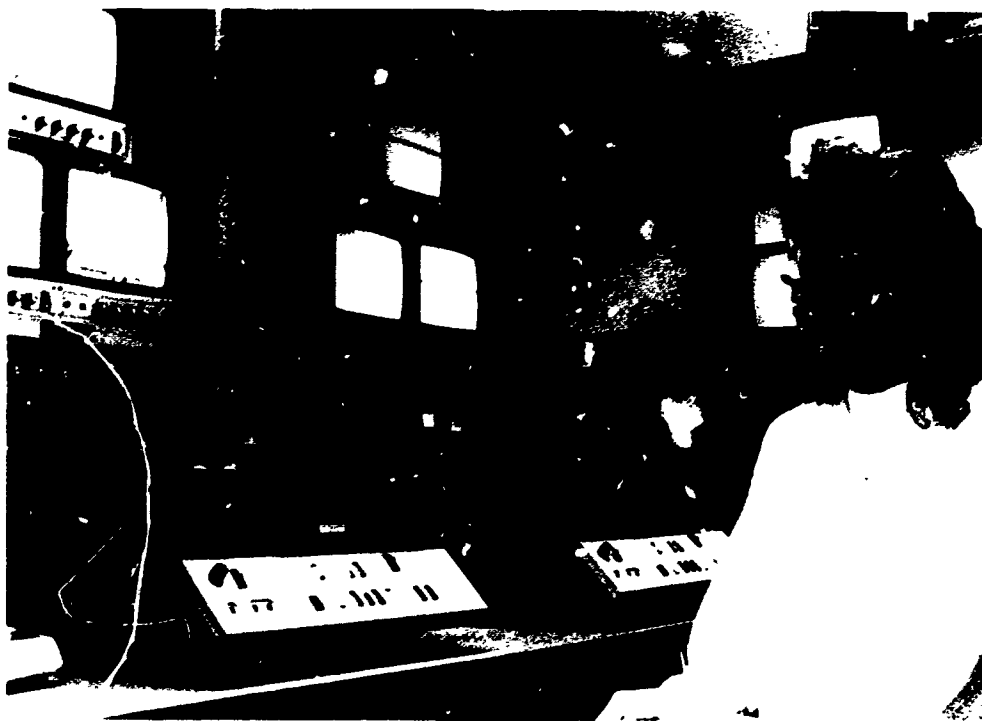


A librarian assists a student in the use of a microform reader.

GOAL IV

TO OFFER A GRADUATE PROFESSIONAL EDUCATION PROGRAM THAT GROWS NATURALLY OUT OF THE PHILOSOPHY, VALUES, CONTENT, AND DESIRED OUTCOMES OF UNDERGRADUATE LIBERAL ARTS AND SCIENCES EDUCATION TO PREPARE MASTER TEACHERS.

The redesigned teacher preparation program requires a baccalaureate degree in an academic discipline with a liberal arts and sciences emphasis, and culminates in a Master of Arts in Education degree. It is at the master's level that the student's professional training occurs. During the intensified fifth year, the prospective educator will focus on academic study of the teaching field and on classroom experience through the internship. The total program provides a genuine liberal education and academic concentration combined with systematic study and application of pedagogy.



A senior student monitors students doing practice teaching in the Student Teaching Lab.

A Comparative Overview: Old Mission vs. New Mission

The academic programs of Northeast Missouri State University are grouped under thirteen instructional divisions, which form the basic entity of academic administration at the University. Programs of the new mission reflect changes not only in number but in curriculum content as well. An overview of these changes is presented on the following pages, contrasting the academic programs currently offered and those proposed. It is important to emphasize that substantial changes in course and curriculum content *within* proposed and existing programs will also take place. As a result, even programs that remain identical in title under the new and old missions will embody a new liberal arts and sciences emphasis. Degree programs are described more fully in following sections and in individual planning documents for each discipline.

COMPARATIVE LISTING OF MAJORS/DEGREES

PROGRAMS OF THE OLD MISSION

PROGRAMS OF THE NEW MISSION

DIVISION OF BUSINESS

**DIVISION OF BUSINESS
AND ACCOUNTANCY**

- Accounting (B.S.)
- Business Administration (B.S.)
 - Finance
 - Management
 - Marketing
 - Data Processing
 - Office Administration
 - Organizational Communications
 - Personnel Management
 - Public Administration
- Business Education (B.S.E.)
- Certificate Programs
 - Secretarial
 - Clerical
 - Medical Secretarial
 - Legal Secretarial
 - Word Processing
- Accountancy (M.Ac.)
- Accounting (M.S.)
- Business Education (M.A.)

- Accounting (B.S.)
- Business Administration (B.A./B.S.)
 - Finance concentration
 - Management concentration
 - Marketing concentration
- Accountancy (M.Ac.)

PROGRAMS OF THE OLD MISSION

DIVISION OF EDUCATION

Elementary Education (B.S.E.)
 Special Education (B.S.E.)

Elementary Education (M.A.)
 Counseling and Guidance (M.A.)
 Elementary School Counseling
 Secondary School Counseling
 Mental Health Counseling
 Personnel Services

Education Administration (M.A., Ed.S)
 Teaching of Reading (M.A.)
 Special Education (M.A.)

PROGRAMS OF THE NEW MISSION

DIVISION OF EDUCATION

Education (M.A. in Education)
 [Professional Degree]

DIVISION OF FINE ARTS

Art (B.A.)
 Art (B.S.F.)
 Art-Liberal Arts (B.A.)
 Music Business (B.A.)
 Music (B.A.)
 Music-Applied (B.M.)
 Elementary Music (B.M.E.)
 Music Education (B.M.E.)
 Music/Instrumental-Piano
 Music/Instrumental-Emphasis
 Music/Vocal-Piano
 Music/Vocal Emphasis

Art Education (M.A.)
 Art Education with Thesis
 Art Education with Exhibit
 Aesthetic and Allied Arts (M.A.)
 Music Education (M.A.)
 Music Education with Thesis or Composition
 Music Education with Graduate Recital
 Music Education
 Music Education, Conducting Emphasis

DIVISION OF FINE ARTS

Art (B.A.)
 Art (B.F.A.)
 Visual Communication concentration
 Studio Arts concentration
 Music (B.A.)
 Music (B.M.)
 Performance concentration
 Liberal Studies concentration

Music (M.M.)

PROGRAMS OF THE OLD MISSION

**DIVISION OF HEALTH,
PHYSICAL EDUCATION,
AND RECREATION**

Health (B.S.)
Health (B.S.E.)
Recreation (B.S.)
Physical Education (B.S.)
Physical Education (B.S.E.)

Health (M.A.)
Physical Education (M.A.)

PROGRAMS OF THE NEW MISSION

**DIVISION OF HEALTH
AND EXERCISE SCIENCE**

Health (B.S.)

Exercise Science (B.S.)

DIVISION OF HOME ECONOMICS

Home Economics (B.S.)
Vocational Home Economics (B.S.E.)
Home Economics-General (B.S.)
Child Development (B.S.)
Clothing and Textiles (B.S.)
Family Consumer Finance (B.S.)
Foods and Nutrition (B.S.)
Child Development (Certificate)

DIVISION OF FAMILY SCIENCES

Family Sciences (B.A./B.S.)
Child and Family concentration
Clothing & Interiors concentration
Foods and Nutrition concentration

DIVISION OF INDUSTRIAL SCIENCE

Drivers and Safety Education (emphasis)
Industrial Education (B.S.E.)
Industrial Occupations (B.S.)
Industrial Technology (B.S.)
Aviation
Drafting and Design
Electricity/Electronics
Graphic Arts
Metal Technology
Photography
Power Technology
Wood Technology
Plastics
Voc Industrial/Tech Ed (B.S.E.)

DIVISION OF INDUSTRIAL SCIENCE

Industrial Science (B.S.)

PROGRAMS OF THE OLD MISSION

Certificate Programs

Graphic Arts
Machine Tool Technology
Design Drafting
Technical Wood
Metal Trades
Electronics Technology
Industrial Education (M.A.)

PROGRAMS OF THE NEW MISSION

**DIVISION OF LANGUAGE
AND LITERATURE**

Communication
Interpersonal (B.A.)
Mass Communication (B.A.)
Theatre (B.A.)
Communication Arts (B.S.E.)
Mass Communication (B.S.E.)
Theatre (B.S.E.)
English (B.A.)
English Education (B.S.E.)
French (B.A.)
Spanish (B.A.)
French (B.S.E.)
Spanish Education (B.S.E.)
German Teacher Certification Program

English (M.A.)
Comparative Literature
Literature
English Education (M.A.)
Comparative Literature
General English
Literature

**DIVISION OF LANGUAGE
AND LITERATURE**

Communication (B.A.)
Speech Communication concentration
Media concentration
Theatre concentration

English (B.A./B.S.)

French (B.A.)
Spanish (B.A.)
German (B.A.)

English (M.A.)

PROGRAMS OF THE OLD MISSION

DIVISION OF MATHEMATICS

Mathematics (B.S.E.)

Junior High

Senior High

Computer Science

Mathematics (B.S.)

Liberal Arts

Statistics

Computer Science (B.S.)

Mathematics (M.A.)

Mathematics Education (M.A.)

PROGRAMS OF THE NEW MISSION

**DIVISION OF MATHEMATICS
AND COMPUTER SCIENCE**

Mathematics (B.A./B.S.)

Computer Science (B.S.)

Mathematics (M.A.)

DIVISION OF NURSING

Nursing (B.S.N.)

DIVISION OF NURSING

Nursing (B.S.N.)

**DEPARTMENT OF
SPEECH PATHOLOGY**

Speech Pathology/Audiology (B.S.)

Speech Pathology/Audiology (B.A.)

Speech Pathology (M.A.)

**DEPARTMENT OF
COMMUNICATION DISORDERS**

Communication Disorders (B.A./B.S.)

Communication Disorders (M.A.)

DIVISION OF SCIENCE

Agriculture Education (B.S.E.)

Agronomy (B.S.)

Crop Production

Plant Science

Soil Science

Animal Science (B.S.)

Animal Science

Pre-Veterinary-Animal Science

DIVISION OF SCIENCE

Agricultural Science (B.S.)

Agricultural Economics concentration

Agronomy concentration

Animal Science concentration

Equine Science concentration

PROGRAMS OF THE OLD MISSION

PROGRAMS OF THE NEW MISSION

General Agriculture (B.S.)

- Agri-Business
- Agri-Communications
- Agri-Economics
- Agri-Mechanization
- Agri-Production
- Agri-Science
- Wildlife Conservation

Certificate Programs

- Agri-Business
- Animal Science
- Agronomy
- Animal Health Technology

Biology (B.S.E.)

Biology (B.S.)

Botany (B.S.)

Zoology (B.S.)

Environmental Science (B.S.)

Environmental Science (B.S.E.)

Physics (B.S.E.)

Physics (B.S.)

Chemistry (B.S.E.)

Chemistry (B.S.)

Chemistry (B.A.)

Comprehensive Science (B.S.C.)

Earth Science (B.S.E.)

Radiological Surveillance (B.S.)

Pre-Professional Medical Technology

Biology (M.S.)

Science Education (M.A.)

Biological

Physical

Comprehensive

Biology (B.A./B.S.)

Physics (B.S.)

Chemistry (B.S.)

Biology (M.S.)

PROGRAMS OF THE OLD MISSION

PROGRAMS OF THE NEW MISSION

DIVISION OF SOCIAL SCIENCE

History (B.S.E.)
History (B.S.)
History (B.A.)
Political Science (B.S.E.)
Political Science (B.S.)
Political Science (B.A.)
 Liberal Arts
 Public Administration
 Quantitative
Economics (B.S.E.)
Economics (B.S.)
Economics (B.A.)
Geography (B.S.E.)
Geography (B.A.)
Philosophy & Religion (B.A.)
Psychology (B.S.E.)
Psychology (B.S.)
Psychology (B.A.)
Sociology (B.S.E.)
Sociology (B.S.)
Sociology (B.A.)
Criminal Justice (B.S.)
Pre-Law/Political Science
Pre-Law/History
Certificate Programs
 Criminal Justice
 Law Enforcement Photography

History (M.A.)
History Education (M.A.)
Social Science (M.A.)
 Community/School Psychology
 Human Resource Management
 Social Science Education

DIVISION OF SOCIAL SCIENCE

History (B.A./B.S.)

Political Science (B.A./B.S.)

Economics (B.A./B.S.)

Philosophy & Religion (B.A.)
Psychology (B.A./B.S.)

Sociology/Anthropology (B.A./B.S.)

Justice Systems (B.S.)

History (M.A.)

Counseling (M.A.)

The Undergraduate Degree Programs

The undergraduate degrees to be offered at Northeast as the state liberal arts and sciences university are the Bachelor of Arts, the Bachelor of Music, the Bachelor of Fine Arts, the Bachelor of Science, and the Bachelor of Science in Nursing. Each of these degrees provides breadth and depth through a sequence of integrated educational experiences that include the following components:

1. *A cohesive liberal arts and sciences component* of 72 semester hours consisting of:
 - a core of 49-50 semester hours,
 - 10-11 discipline-directed (required by a particular major program) semester hours, and
 - 12 semester hours of foreign language for the B.A., or 12 semester hours of science-based courses for the B.S.
2. *Specific courses required by the major field* totalling at least 30 semester hours.
3. *Electives* sufficient for a total of at least 124 semester hours.

In some cases, because of specific requirements in the major field, total undergraduate semester hours will exceed 124, to a maximum of 143 semester hours. Also because of individual program requirements, the number of free electives may vary below 22 hours.

The cohesive 72-hour liberal arts component of each undergraduate degree embodies the characteristics of universality, specificity, and flexibility. The core of 49-50 hours provides a broad and uniform background of general and cultural knowledge and skills. This core is required of all students. Beyond this common experience, specific degree requirements include additional study in a foreign language (for the B.A.) or in mathematics and science (for the B.S.). Finally, the liberal arts component includes 10-11 hours of study in arts and sciences disciplines that provide background appropriate to and specified by a particular choice of major program. These courses will effectively link specialized study in the major with liberal arts study. Though the liberal arts, by their nature, interact with all knowledge, discipline-directed liberal learning requirements provide an opportunity for faculty and students to explicitly relate major training to liberal arts themes. The ideal of integration of knowledge is thereby promoted, fragmentation among major curricula diminished, and the student's gains in knowledge in both areas are promoted by the very structure of the curriculum.

Following the University's mission, the disciplinary major is intended to provide a focus for applying and for concretely developing the skills, knowledge, and values initiated in the liberal arts core and reinforced throughout the liberal arts and sciences experience. The major becomes a means to integrate knowledge and values with real world practice and will help foster the further development of individuals capable of adjusting to changing conditions. Meaningful academic advancement, small communities of learning, research activity, honors programs. Within the majors, integrative capstone experiences in each major are all mechanisms for bringing together the "what" and "how" of learning. The total curriculum at the undergraduate level is intended to be consistent with the guidelines of the American Association of Colleges in its recent report, *Integrity in the College Curriculum: A Report to the Academic Community*.

**Integrity
in the
College
Curriculum:
A Report
to the
Academic
Community**

**The Findings and
Recommendations
of the Project
on Redefining
the Meaning
and Purpose
of Baccalaureate
Degrees**

*Association of American Colleges
February, 1985*

The foreword of that publication states that “leaders in a complex, pluralistic society require not only technical or professional expertise, but the ability to make consequential judgments on issues involving the contextual understanding and assessment of multi-faceted problems.” In addressing the intellectual, aesthetic, and philosophic experiences that should be part of the common baccalaureate experience, the AAC Committee identified nine essential experiences, as presented below.

**ESSENTIAL EXPERIENCES – CURRICULUM CRITERIA
ASSOCIATION OF AMERICAN COLLEGES**

1. Inquiry, abstract logical thinking, critical analysis
2. Literacy: writing, reading, speaking, listening
3. Understanding numerical data
4. Historical consciousness
5. Science
6. Values
7. Art
8. International and multicultural experiences
9. Study in depth

As the faculty at Northeast builds a curriculum appropriate to the University’s arts and sciences mission, these minimum essential experiences form a blueprint for program and course design and implementation.

In order to provide all students with a credible liberal education and an academic concentration combined with systematic study and application of pedagogy, a professional teaching degree program at the master’s level has been approved by the University’s governance councils. As a result, the Bachelor of Science in Education and the Bachelor of Music Education, previously offered at Northeast, will be discontinued. To enter the Master of Arts in Education program, students must possess a baccalaureate degree in an academic discipline.

THE CURRICULUM: LIBERAL ARTS AND SCIENCES CORE

Communications

9

- LL 100 Eng. sh Composition I (3 hours)
 LL 170 Speech Communication (3 hours)
 LL 314 English Composition II (3 hours)

Mathematics and Science

14-15

(Minimum of 3 hours in mathematics and minimum of 8 hours in science required)

Minimum math requirement may be fulfilled by completing any of the following:

- MATH 156 College Algebra (3 hours)
-and-
 MATH 157 Plane Trigonometry (2 hours)
-OR-
 MATH 186 Elementary Functions (3 hours)
 MATH 192 Essentials of Calculus (4 hours)
 MATH 198 Analytic Geometry and Calculus I (5 hours)
 STAT 190 Statistics (3 hours)
 Any Higher Level Mathematics or Statistics Course

Take 1 course from 2 areas (minimum requirement) of the following:

AREA I

- BIOL 100 Biology (4 hours)
-OR-
 BIOL 107 Intro. Biology I (4 hours)
 BIOL 108 Intro. Biology II (4 hours)
-OR-
 BIOL 103 General Botany (4 hours)
-OR-
 BIOL 106 General Zoology (4 hours)

AREA II

- CHEM 100 Chemistry (4 hours)
-OR-
 CHEM 120 General Chemistry I (4 hours)
 CHEM 121 General Chemistry II (4 hours)
-OR-
 CHEM 110 Basic Chemistry I (3 hours)
-and-
 CHEM 111 Basic Chemistry II (3 hours)*

* Must complete sequence

AREA III

- PHYS 100 Physics (4 hours)
-OR-
 PHYS 285 General Physics I (5 hours)
 PHYS 286 General Physics II (5 hours)
-OR-
 PHYS 185 College Physics I (5 hours)
 PHYS 186 College Physics II (3 hours)

Health, P.E. and Recreation/ Military Science

2

- HLTH 194 Health and Wellness (2 hours)
-OR-
 MS 100 (1 hour) and MS 101 (1 hour)

Humanities

15

(Select 5 courses from the 4 areas listed below, with no more than 2 courses from each area)

AREA I

- SS 186 Philosophy (3 hours)
 SS 255 Logic (3 hours)
 SS 256 Religion and Culture, Asian (3 hours)
 SS 257 Ethics (3 hours)

AREA II

- LL 200 World Literature I (3 hours)
 LL 201 World Literature II (3 hours)
 LL 300 English Literature I (3 hours)
 LL 301 English Literature II (3 hours)
 LL 302 American Literature I (3 hours)
 LL 303 American Literature II (3 hours)
 LL 315 Shakespeare (3 hours)
 LL 321 French Literature I (3 hours)
 LL 322 French Literature II (3 hours)
 LL 329 Readings in Hellenistic Greek Literature (3 hours)
 LL 332 Introduction to German Literature I (3 hours)
 LL 333 Introduction to German Literature II (3 hours)
 LL 363 Spanish Literature Survey (3 hours)
 LL 423 Modern French Literature (3 hours)
 LL 466 Survey of Latin American Literature I (3 hours)
 LL 467 Survey of Latin American Literature II (3 hours)
 LL 468 Spanish Literature of the Golden Age (3 hours)

AREA III

- FA 125 Art Survey I (3 hours)
 FA 126 Art Survey II (3 hours)
 FA 200 Basic Approach to the Arts (3 hours)
-OR-
 FA 300 Arts and Man (3 hours)
 FA 203 Art Appreciation - Aesthetics (3 hours)
 FA 204 Music Appreciation (3 hours)
 FA 225 Ancient Art History (3 hours)
 FA 226 Renaissance Art History (3 hours)
 FA 240 Music Literature (3 hours)
 FA 325 19th Century Art (3 hours)
 FA 326 Contemporary Art (3 hours)
 FA 340 History of Music I (3 hours)
 FA 341 History of Music II (3 hours)
 LL 275 Theatre Appreciation (3 hours)

AREA IV

LL 102	Intermediate English I & I. (For Foreign Language) (6 hours)
LL 103	Advanced English I & II (For Foreign Language) (6 hours)
LL 120	Elementary French I (3 hours)
LL 121	Elementary French II (3 hours)
LL 220	Intermediate French I (3 hours)
LL 221	Intermediate French II (3 hours)
LL 130	Elementary German I (3 hours)
LL 131	Elementary German II (3 hours)
LL 230	Intermediate German I (3 hours)
LL 231	Intermediate German II (3 hours)
LL 119	Elementary Japanese I (3 hours)
LL 219	Elementary Japanese II (3 hours)
LL 419	Japanese Language & Culture III (3 hours)
LL 150	Elementary Latin I (3 hours)
LL 151	Elementary Latin II (3 hours)
LL 290	Intermediate Latin I (3 hours)
LL 291	Intermediate Latin II (3 hours)
LL 115	Elementary Russian I (3 hours)
LL 116	Elementary Russian II (3 hours)
LL 215	Intermediate Russian I (3 hours)
LL 216	Intermediate Russian II (3 hours)
LL 160	Elementary Spanish I (3 hours)
LL 161	Elementary Spanish II (3 hours)
LL 163	Intensive Elementary Spanish (6 hours)
LL 260	Intermediate Spanish I (3 hours)
LL 261	Intermediate Spanish II (3 hours)
LL 110	Koine Greek I (3 hours)
LL 111	Koine Greek II (3 hours)
LL 211	New Testament Greek (3 hours)
LL 329	Hellenistic Greek Literature (3 hours)

Social Science**9**

(Select one of the following options with approval of advisor)

OPTION I

Elect one sequence of two courses from the following:

SS 104	American Experience I (3 hours)
SS 105	American Experience II (3 hours)
SS 120	World Civilizations I (3 hours)
SS 121	World Civilizations II (3 hours)

Elect one course from the following:

SS 111	Introduction to Geography (3 hours)
SS 130	Introduction to Economics (3 hours)
SS 166	General Psychology (3 hours)
SS 171	Introduction to Political Science (3 hours)
SS 190	Introduction to Sociology (3 hours)
SS 191	Introduction to Anthropology (3 hours)
SS 200	Principles of Microeconomics (3 hours)
SS 201	Principles of Macroeconomics (3 hours)

OPTION II

Elect one course from the following:

SS 104	American Experience I (3 hours)
SS 105	American Experience II (3 hours)
SS 120	World Civilizations I (3 hours)
SS 121	World Civilizations II (3 hours)

Elect two courses from the following:

SS 111	Introduction to Geography (3 hours)
-OR-	
SS 130	Introduction to Economics (3 hours)
SS 166	General Psychology (3 hours)
SS 171	Introduction to Political Science (3 hours)
SS 190	Introduction to Sociology (3 hours)
SS 191	Introduction to Anthropology (3 hours)
SS 200	Principles of Microeconomics (3 hours)
-OR-	
SS 201	Principles of Macroeconomics (3 hours)

LIBERAL ARTS AND SCIENCES

Core:	49-50 sem. hours
Discipline directed program requirements:	10-11 sem. hours
Additional B.S. degree required science-based courses OR B.A. degree required foreign language courses:	12 sem. hours
<i>Total liberal arts and sciences component</i>	<i>72 semester hours</i>

*Major component**minimum of 30 semester hours***Electives****Minimum program requirement****124 semester hours**

Graduate Degree Programs

The new mission of Northeast Missouri State University mandates master's degree programs appropriate to a liberal arts and sciences university. These degrees will prepare students to enter graduate universities to earn the Ph.D. or doctorates in law, medicine, or theology, and will produce future leaders in government, education, business, and society. Planned graduate programs will also support and reinforce both faculty scholarship and undergraduate learning.

To determine an appropriate array of graduate offerings, all existing master's programs were intensively reviewed. Eight redesigned programs and the professional teaching program were the result. They include Accountancy, Biology, Counseling, English, History, Mathematics, Music, and Communication Disorders, as well as a new Master of Arts in Education designed to prepare teachers for the nation's schools. All eight programs grow out of and are founded upon strong arts and sciences undergraduate programs. All will rest on a faculty base of sufficient size in the discipline to ensure delivery of a high-quality program. All will demand high-quality students. Courses have been carefully and coherently designed to emphasize individual inquiry and integration of disciplinary content, and substantial independent research will be required. Graduate 500-level courses that are currently taken by both undergraduate and graduate students will be offered for credit only for those seniors who meet graduate performance standards. This will ensure that all graduate instruction is delivered at the appropriate level and with appropriate rigor. The requirements for receipt of the master's degree will ensure that the degree will be credible nationally.



President Charles McClain congratulates master's degree recipient Joe Collins.



A student conducts an independent experiment in biology.

Curriculum Summary: The Contribution of Each Discipline to the New Mission

The faculty and academic programs of Northeast Missouri State University are currently grouped under thirteen instructional Divisions: Business and Accountancy, Education, Family Sciences, Fine Arts, Health and Exercise Science, Industrial Science, Language and Literature, Libraries and Museums, Mathematics and Computer Science, Military Science, Nursing, Science, and Social Science. The Divisions of Libraries/Museums and Military Science offer courses only. The divisions constitute the University's basic academic administrative unit.

The manner in which particular disciplines and their associated faculties are grouped by Division reflects the contribution of each to the fulfillment of the University's mission. This contribution, and the specific degree programs offered by each division, are briefly described below. Each description was developed by the faculty of the Division and embodies the values and perspectives of that faculty with respect to both the new mission and the place of the disciplines within it. Detailed descriptions of major program curricula and content are provided in each discipline's planning document.

DIVISION OF BUSINESS AND ACCOUNTANCY

Accounting (B.S.)

Business Administration (B.A /B.S.)

Accountancy (M.Ac.)

Quantitative and communication skills are continuously reinforced throughout business curricula by requiring students to practice various modes of inquiry. In addition to building needed skills, the curriculum will expose students to important values and perspectives in specific areas of business and accounting in order to develop critical thinking and knowledge-building skills, tolerance for diversity, and personal ethics. Undergraduate majors in the Division of Business and Accountancy will complete calculus and statistics courses and a minimum of six to nine hours of economics. The business administration and accounting majors at Northeast will be distinguished from such majors at other universities in the following ways: (1) the high ability level of students based on high school rank and ACT/SAT scores, (2) the substantial liberal arts and sciences core curriculum, (3) the requirements for an emphasis either in a foreign language or in quantitative and analytical skills (beyond introductory calculus, statistics, and economics), and (4) a higher percentage of graduates attending graduate and professional schools. The programs of the Division of Business and Accountancy at Northeast will ensure that graduates are nationally competitive in their chosen career and that they will have the knowledge, adaptability, and attitudes to lead successful, contributing, and fulfilling lives as leaders and professionals.

Northeast Missouri State University Kirkville

The National Association of State Boards of Accountancy ranks NMSU in the top ten for pass rate on the 19-hour CPA exam. The national average was 18.8%. This information was printed in the March 21 edition of *The Wall Street Journal*. The top colleges are:

Northern Illinois University	62.4%
University of Northern Iowa	61.5
Montana State University	61.5
University of Colorado-Denver	60.6
University of Illinois-Urbana	55.7
Idaho State University	51.2
University of Pennsylvania	50.0
Northeast Missouri State University	48.1
University of Wisconsin-Madison	46.9
California State University-San Bernardino	46.2

and The Missouri Coordinating Board for Higher Education* writes about NMSU's Computer Science ability scores:

entering ability scores of the majors in the program are quite good, better in fact than those for any other campus except UMR
Computer Science Statewide Review, March 1985

*The Missouri Coordinating Board for Higher Education is the governing board for the state's public and two-year colleges and universities.

DIVISION OF EDUCATION
Education (M.A. in Education)

Appropriate to its arts and sciences mission, Northeast will offer Bachelor of Arts and Bachelor of Science degrees with a 72-hour foundation in the liberal arts and sciences and a major in an academic discipline. Entering students who wish to become teachers will complete a baccalaureate degree and will subsequently enroll in the Master of Arts in Education program. Within the program, they will take professional education courses at the graduate level and additional graduate courses in their respective teaching fields. The breadth and depth of preparation at the baccalaureate level will ensure that teachers who graduate from the Master of Arts in Education program will be broadly and liberally educated. Courses in professional education and in a disciplinary specialization at the graduate level will emphasize education research, bibliography, mastery of language skills, synthesis of large quantities of information, critical thinking, and the application of theory to practice—aspects of teaching practice in harmony with the liberal arts mission of the University. These requirements are critical to the successful classroom teacher, as expressed in a recent Carnegie Commission Report on Teacher Education that called for establishment of teacher training programs of this kind. The program is intended to be selective in terms of both its high standards and its relatively small numbers of students. In this era of adaptation to change, Northeast proposes to use its new mission to prepare excellent teachers who will exemplify the educated person and who will make the difference in tomorrow's schools.



Two students work on individualized instruction techniques.



A Family Sciences major receives the rapt attention from children at the Child Development Center.

DIVISION OF FAMILY SCIENCES
Family Sciences (B.A./B.S.)

Graduates of the redesigned Family Sciences program will be prepared to understand and practice an underlying philosophy that recognizes and investigates linkages between the physical environments and the social needs of individuals and families. The standards of excellence, through an interdisciplinary focus on the family, will prepare students for ongoing education throughout their lifetimes. The integrative nature of the in-depth major courses is reinforced by the application of liberal arts and sciences knowledge, attitudes, and skills. Upper-level courses have germane prerequisites such as art history, biology, chemistry, fine arts, economics, history, mathematics, psychology, and sociology. The spirit of direct inquiry through individual research and scholarship will permeate the entire curriculum. Upper-level courses will involve laboratory or research components intended to help students develop original research designs and to apply research knowledge in concrete, problem-solving situations. Through required coursework, students will have many opportunities to practice important oral and written communications skills. They will develop skills of critical thinking and inner-directed work habits through both assigned course projects and independent research projects. Unusually talented students will be given the opportunity to undertake a self-selected program of study under the guidance of an advisory committee similar to graduate level experiences at many universities.

DIVISION OF FINE ARTS

- Art (B.A.)
- Art (B.F.A.)
- Music (B.A.)
- Music (B.M.)
- Music (M.M.)

The curricula of the Fine Arts Division relate symbiotically to the larger liberal arts mission of Northeast Missouri State University. On the one hand, curriculum offerings provided by the art/music faculty are important contributors to the common liberal arts curriculum of the University. Survey courses for non-majors, participation in art history courses for more committed liberal arts students, and exhibitions and shows by students, faculty, and visiting artists all constitute such contributions. Moreover, the fine arts can be usefully integrated with almost all other disciplines. In addition, fine arts students demonstrate the desire to contribute positively to the aesthetic environment of the campus through their individual artistic activities.

Students in the music and arts programs will be exposed to and will practice various modes of inquiry (empirical, historical, and documentary) in their coursework, will develop sophisticated communications skills, will develop skills of evaluation and critical thinking, and will identify personal value concepts through exposure to the music and arts of various cultures. Finally, fine arts students will address the core topics of humaneness—aesthetics, values, and those areas of life which sometimes are called the human spirit. Emphasis on creativity is thus a distinguishing feature of all fine arts programs. The active loyalty of alumni who have attained professional recognition and advancement underlines the confidence that faculty members hold for these new and more rigorous programs.



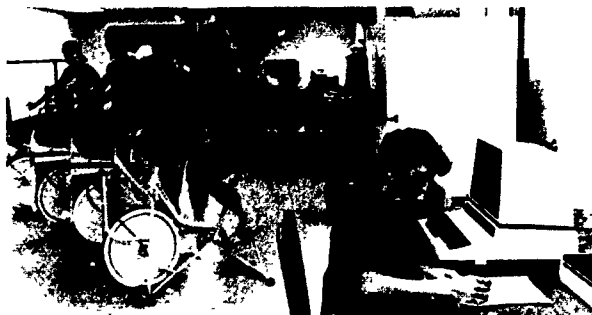
Assistant Professor of Music David McKamie and his wife demonstrate piano performance techniques.

DIVISION OF HEALTH AND EXERCISE SCIENCE
Health (B.S.)
Exercise Science (B.S.)

The new curriculum in health and exercise science is intended to contribute to the University's liberal arts and science mission in numerous ways. The program cultivates self-confidence, physical fitness, decision making, communication skills, and personal and team responsibility. It encourages positive attitudes toward both self and society. It demonstrates how movement, dance, exercise, and sports can enhance health, leisure time, culture, and communication. The program instills into its students, through instruction and application, the worth of the individual regardless of culture, ability, or physical difference.

The programs of this Division are inherently interdisciplinary and rely heavily on the arts and the physical and social sciences. They relate dynamically to knowledge of anatomy, physiology, chemistry, physics, biochemistry, and environmental science. Body image is central to self-image; the study of psychology and personal growth and development is therefore crucial. Exercise, sports, and dance are also expressions of culture and require an understanding of leadership and cooperation in groups and society. Movement is an expression of beauty, and the poetry of the body is naturally allied to the study of music, painting, and sculpture. The curriculum thus serves as an active laboratory for the study of physiology, anatomy, biomechanics, art forms, self-expression, group interaction, cultural interaction, and self-development. It contributes in directly applied ways to the development of leadership.

All courses in the division incorporate pre- and post-testing to ascertain achievement of educational objectives. Each student must meet the competency requirements of the program, including appropriate standards of intellectual achievement as well as appropriate physical measurements such as cardiovascular fitness, flexibility, and sport skills. Students graduating from these programs will be prepared for graduate school or for positions of leadership in exercise physiology, cardiac rehabilitation, athletic training, fitness, wellness, dance, sports management, teaching, and coaching.



A graduate student in Exercise Science records data from volunteer student research participants.

DIVISION OF INDUSTRIAL SCIENCE Industrial Science (B.S.)

In accordance with the oldest traditions of liberal arts and sciences educations, the Division of Industrial Science at Northeast provides students with the opportunity to develop their intellectual gifts for the use and betterment of mankind. Through personal contact, the written word, and concrete experience, students in Industrial Science prepare to become tomorrow's leaders in the production and management of goods and services.

Students majoring in Industrial Science use scientific principles and physical laws to develop industrial systems and make decisions in an industrial setting. All students take a concentration consisting of courses in the materials and processes that constitute industrial systems as well as courses intended to develop the leadership potential necessary to provide professional industrial leaders.

The students will select from goal-directed electives preparing them to assume leadership positions in such diverse areas as plant safety, plant management, supervision and training of plant personnel, research and development, process control, industrial design, instrumentation, and quality assurance. These students will generally be responsible for either the evaluation of some aspect of industrial systems or the evaluation of industrial personnel.

The challenge to students in this program is not only to become profoundly conversant with the subject areas of logic, psychology, economics, ethics, and politics; they must also become masters of mathematics, mechanics, materials science, electronics, and communication by language and symbols. They must embody ethical and democratic values, appreciation of aesthetics, respect for the rights and dignity of fellow human beings and other desired outcomes of a liberal education. Only then will the vital problems of creating and sustaining a safe, efficient, and competitive industrial society be given the deepest speculative consideration by talented and able individuals.

Some students may wish to pursue graduate and professional studies in corporate law, business administration, education, industrial engineering, architecture, or related areas. All students should develop a full measure of appreciation for industry's critical contribution to our nation's quality of life.



Industrial Science Professor Leon Devlin observes a student's progress in using a computer graphics program.

DIVISION OF LANGUAGE AND LITERATURE

Communication (B.A.)

English (B.A./B.S.)

French (B.A.)

Spanish (B.A.)

German (B.A.)

English (M.A.)

English, communications, and foreign languages are generally viewed as among the essential and definitive cornerstones of a liberal arts curriculum—indeed, as the set of disciplines that perhaps most clearly distinguishes liberal arts programs from more professionally or technically oriented courses of study. In these disciplines a strong liberal arts background is essential for becoming exemplary in the major. Graduates of these disciplines will be well prepared for graduate programs or for leadership in the professional world.

The curricula of programs in the Division speak directly to the outcomes of a liberal education. The study of English, communications, and foreign languages takes students beyond their own cultures, value systems, or languages. Students are expected to develop skills in reading in as many as two foreign languages, in writing, and in critical thinking as they contrast human systems of communication in different value settings. Study of the best writings provides a view of different value perspectives and a multicultural vicarious understanding while it brings the reader to a greater sense of personal understanding and identity. Students are engaged in modes of inquiry involving aesthetic and problem-solving skills. Opportunities are provided for the development of writing skills through carefully constructed courses; through the production of a campus literary magazine, student yearbook and newspaper, and through various campus essay contests and courses across the campus. Students are brought to increased sensitivity for language through study in foreign languages, semantics, linguistics, and literature; to awareness of the aesthetic and intellectual enjoyments of literature through courses, guest lectures, forum series, attendance at plays and Lyceum programs; and to an understanding of the cultural values reflected in literature through the practice of reading and acting the great writings of the world. The programs build on the liberal arts core to encourage growth in practical wisdom and in the ability to engage in face-to-face problem solving; to communicate within dyadic, group, and organizational situations; to accurately disseminate information to the public; and to present professional literature in a performance mode.

DIVISION OF MATHEMATICS AND COMPUTER SCIENCE

Mathematics (B.A./B.S.)

Computer Science (B.S.)

Mathematics (M.A.)

Mathematics and Computer Science are, by their very nature, critical to the development of the abilities and qualities desired in graduates of a liberal arts and sciences university. Both core courses and the major programs of study, at different levels of sophistication, encourage the development of a spirit of inquiry and enable the development of abstract logical arguments as students confront and solve problems requiring the quantitative and structural tools of the discipline. Mathematics degree programs require support in the sciences at a level which will enable majors in mathematics to utilize and develop their mathematics expertise in significant scientific studies. In addition to building quantitative and problem-solving skills, computer science coursework complements the communication skills provided by the liberal arts coursework with required technical writing. Appreciation for the arts and historical awareness are fostered in natural ways as the faculty emphasizes the interrelationships that exist among various disciplines and the events and environments that have surrounded the concepts being studied.

In mathematics, students seeking divisional honors will be required to complete a capstone experience which includes representing the division on a Putnam Exam Team, publishing or presenting to the faculty and students of the division a solution to an approved problem from a mathematics journal, or presenting a paper at a national or sectional mathematics meeting.



John Bartling, associate professor of mathematics, clarifies a point in Euclidian geometry.

DIVISION OF NURSING
Nursing (B.S.N.)

All of the basic knowledge and skills outcomes embodied in the liberal arts and sciences are utilized when nursing students apply the nursing process to client care. This means that students must be able to understand the psychological bases for an individual's attitudes, developmental stages, motivation, trust, emotional profile, and learning ability. The nurse must also understand the individual's values, aesthetic perspective, cultural belief systems, and social support systems. Furthermore, a liberal education for the professional encompasses qualities of mind and character that are necessary for the graduate to live a free and fulfilling life, act in the public interest locally and globally, and contribute to the nursing profession. Nursing students receive instruction in the knowledge and methods of the fine arts, humanities, social science, and science disciplines. The nursing curriculum provides continuing practice in clear and literate writing, in creative and critical thinking, in ethical judgment, and in intercultural understanding.

Enrollment is selective and limited only to those who meet rigorous standards, thus ensuring a student body with the potential to achieve at a nationally competitive level. Students will be expected to complete small group projects that replicate or implement a research finding, to evaluate the results, and to present their projects and evaluations both orally and in publishable form.



Two nursing students gain supervised occupational experience at a local hospital.

DIVISION OF SCIENCE
Agricultural Science (B.S.)
Biology (B.A./B.S.)
Chemistry (B.S.)
Physics (B.S.)
Biology (M.S.)

The mission of the Science Division is to produce liberally educated and thoughtful scientists capable of functioning as professionals in various fields of science and of supplying critical insight and judgment in their first professional experience. Undergraduate science programs are designed to stimulate and challenge high-ability students to develop skills in concept learning, in understanding appropriate strategies of investigation, in communicating ideas, and in accepting responsibilities of scientific leadership in the public sector. Integrative experiences include senior seminars in which students select and are exposed to topics and information not covered in other courses; initiation of islands of learning in which activities are simultaneously social, scientific, and academic and in which communication takes place from veteran "islanders" to newcomers; and student involvement in faculty research which serves as a counterpoint to classroom and laboratory experiences.

Goal setting and personal accountability are key components to producing a strong integrated science program. Curricular quality will be maintained through a strategic planning process involving regular revision of courses. Program quality will be measured by locally developed and nationally normed senior examinations.



A student waits while Linda Twining, assistant professor of immunology, checks her lab equipment.

DIVISION OF SOCIAL SCIENCE

Economics (B.A./B.S.)

History (B.A./B.S.)

Justice Systems (B.S.)

Philosophy and Religion (B.A.)

Political Science (B.A./B.S.)

Psychology (B.A./B.S.)

Sociology/Anthropology (B.A./B.S.)

Counseling (M.A.)

History (M.A.)

Social scientists are and have always been concerned with practical, social, political, and moral issues. Thus, their writing reflects not only scientific methods and principles but also involves emotive and ideological elements. A thinker's moral feelings and ideological views give direction to a scientific inquiry and set limits on the range of solutions conceived as possible. Social scientists draw continuously upon the content and methodologies of other disciplines. At the same time, they contribute critical dimensions of depth and cosmopolitanism to other scholars' understanding of their own disciplines by recalling and illuminating the political, economic, and social contexts in which those disciplines evolved. Essentially the task of the social scientist is to determine the origin of ideas and the criteria for the truth or falsity of those ideas expressed as propositions. Hence, the knowledge, skills, and attitudes of the social sciences are an inherent part of liberal arts and sciences.



Associate Professor of Economics Werner Sublette demonstrates the working of a financial model.

DEPARTMENT OF COMMUNICATION DISORDERS
Communication Disorders (B.A./B.S.)
Communication Disorders (M.A.)

Perhaps no skill better contributes to the individual's ability to understand the human condition and the civility of mankind than effective verbal communication. Individuals are often judged, whether accurately or not, by their ability to communicate effectively and eloquently. Clearly, professional, social, and personal achievement is based on effective communication skills. The professional accrediting association for Communication Disorders (American Speech-Hearing-Language Association) recognizes this fact when it recommends "a broad educational experience in the liberal arts and sciences" as basic to the study of human communication sciences and disorders. In the light of these observations, it becomes apparent that the communication disorders program is best nested in a liberal arts and sciences university. In turn, the discipline contributes a further dimension to the University's mission, particularly in its extension of the skill of communication into the realm of the disordered or pathological and its concern for the verbally handicapped. The program is thus designed to graduate well-rounded and liberally educated individuals who specialize in the study of communication disorders and who work in professional roles.



Using the latest technology available, Professor Paul Hunt of Communications Disorders, makes final adjustments before beginning a hearing test.

Funding and Facility Implications

Northeast has traditionally devoted a high percentage of its total budget to instruction and will continue to do so. Significant internal reallocations, particularly of faculty positions, are planned to support the mission change. Because of the magnitude of proposed changes, however, some disciplines will require additional operations and equipment funds. In some cases, one-time infusions of support will bring disciplines up to par, while others will require long-run increases in funding.

The Generation and Reallocation of Resources section of this document provides a budget projection for the University. This projection is based on several assumptions, some of which may require modification. However, the overall total for instruction is considered to be an accurate representation of needs. During the five-year period covered by this planning document, the instructional budget is projected to increase by 44 percent.

Specific changes in faculty assignments by discipline are presented in the following section, and represent a significant reallocation of existing instructional resources. It should be emphasized that these changes will require modifications as programmatic changes occur; hence, additional funds to support the instructional component may be necessary.

The facility resources required for achieving goals of increased undergraduate research and greater participatory learning include a reduction in class sizes and provision of an additional 44,000 square feet of general instruction and class lab space. To foster independent work and inquiry, the already funded project to increase central library facilities by 64,000 square feet will be completed. The support of undergraduate research will require 54,000 square feet of space for research in keeping with the stated activities. Another important need is the creation of a more studious atmosphere in the residence halls. Restructuring of the room groupings will have to be completed, with a maximum of 50 students in a self-contained unit as a goal.

FACULTY

Goals

Northeast Missouri State University is a cohesive institution whose primary objective is the pursuit of knowledge and learning within a liberal arts framework. As an academic organization its most important resource is its faculty—both individually and as a body of teachers and scholars. Characterized first by excellence in their individual disciplines, the value of the faculty is magnified multifold when a community of scholars is present. Grounded in the philosophy of the liberal arts and sciences, such a faculty is able to “bring students to the threshold of their minds.” (Gibran 1923, 62) In support of its liberal arts and sciences mission, goals for the faculty at Northeast include the following:

GOAL I

TO EMPLOY FACULTY MEMBERS HIGHLY QUALIFIED IN THEIR DISCIPLINES, WHO SIMULTANEOUSLY ENDORSE LIBERAL LEARNING AND POSSESS GREAT POTENTIAL FOR TEACHING AND SCHOLARSHIP.

Respect for the student reinforces the University's commitment to retaining and recruiting the most highly qualified faculty available. The ideal faculty members are dedicated scholars, effective teachers, and men and women of skill and cultivation. A faculty with these qualities embraces both teaching and research but is dominated by neither. Such a faculty contributes immeasurably toward creating that campus ambiance present in a true liberal arts and sciences university. The exchange of views and flow of ideas typical of this environment are intellectual stimuli to both faculty and students.



Jim Barnes, professor of English, is the founder and editor of the prestigious journal of poetry, *The Chariton Review*.

GOAL II

TO RECRUIT AND RETAIN FACULTY MEMBERS WHO ARE EXEMPLARY IN ACHIEVING SUCCESS IN TEACHING, SCHOLARSHIP, RECOGNIZED RESEARCH, AND INSTITUTIONAL AND PUBLIC SERVICE WITHIN EACH DISCIPLINE.

As an institution of higher learning, Northeast has been recognized at the national and international levels for its excellence in teaching. Faculty members, committed to excellence in their discipline, will likewise become recognized and sought after for their scholarship and research activities as manifested in publications and in other recognized contributions to their disciplines. Outstanding performances of the faculty will take on a new significance. The University will support and reward such effective performance by the faculty.



Hummingbird Book

Reading outside, I look up—
hummingbirds in the wild
columbines and thrusting black
needles deep into pink trumpets
of cardinal bush, the birds pease on blur-
ring wings tufted tails fanned,
tiny black feet curled close to soft
gray bellies, their backs shine grey
green, they're little longer
than my thumb but quick as light—like a
dream

they shiver in the flowers, vibrating
that life with their feet
by so many vibrations they perch
like bits of lightning struck wood
on bare oak branches, then sit
back to work. Their wings sometimes
sound

like my barber's electric shears but far
above that—how does ambrosia sound?
What other book could so bind my eyes?

—Jim Thomas



Of Late Summer Ice

Looking down from our balcony,
I see the lily ponds to one side
of the patio, the wall dividing
them so they're two steps
like a split wheel, lily pads
float like green pancakes missing
a thin wedge. Buds on pink green
phallic stalks flank the bloom,
fragile star tough enough for bees
My son's face swims in the water
Goldfish like orange dreams fade
down, miraculously reappear. The
moon's

moon coin ripples there, too
Already the outer leaves have turned
yellow, but so long
as he muses there, falling water drops
have frozen, like sun's beams are cold,
even the ants are still

—Jim Thomas

Establishing an Ethical Construct in College Chemistry Majors

Roger R. Festa, FAIC
Northeast Missouri State University



As the college or university under-graduate chemistry major progresses toward his/her degree, various stages of professional development are observed. Ideally, the freshman chemistry major grows during a period of four years from a relatively naive, though inquiring and bright professional, hardened perhaps by the characteristic but not unpleasant angst of an intellectually-taxing course of study coincident with the passage from adolescence to adulthood.

Standardized, nationally-normed the intellectual of the graduate try faculty upon to intellectual dardize gree math att

Introduction

Transport costs are a part of the real world in which one lives. However, Casas [1983] and Mundell [1957] have observed that transport costs have been largely ignored. The objective of this paper is to analyze the effects of transport costs on welfare in the standard union (CU) model.

Prior to Viner [1950], economists held that the formation of a CU was unambiguously welfare improving. This fundamental (error) was based on the notion that a CU represented a movement toward Pareto efficiency among CU partners. However, a breakdown analysis on the CU. Viner stated that a CU could have welfare effects, that is, welfare could increase or decrease. Stated differently, a CU could be designated as trade creation and welfare improving and

Trade Creation and Trade Diversion and Transport Costs

SI-MOUR PATTERSON*

transport costs problem by assuming that a fraction of the imported good is used up in transit. And Mundell [1957] makes a similar point.

* Assume first that the cost of transporting a unit of the imported good is a proportion t of its value. If t is small so that $t < 1$, then the cost of imports by B. Call

STEPHEN POLLARD AND NORMAN M. MARTIN

MATHEMATICS FOR PROPERTY THEORISTS

(Received 14 May, 1984)

At present, there is probably no neutral set theoretic foundation for classical analysis. That is, there is probably no set theory T such that

- (a) T is strong enough to support classical analysis and
- (b) a set theorist who believes in classical analysis would criticize T only (if at all) on the ground that T is too weak to be an adequate characterization of the notion "set".

handicapped by low GPAs, it is highly unlikely that students from B's island will support a local chapter. Most tragic however is the dialogue between students of warring islands. Recently overheard was a conversation during which one student said, "My GPA is 2.5. I don't need Alpha Chi Omega. Sigma Xi is for students who want to spend a lot of money on a lot of things."

regation

Someone has taught that human worth is measured by intelligence. One wonders who does he meet at ACS and some of her students who remain in college are and teachers. Put most of the blame on the job and secondary chemistry ring a bell is used id

GOAL III

TO FOSTER AND ENCOURAGE INTELLECTUAL INTERACTION WITH STUDENTS.

Professional student-instructor relationships raise the intellectual tone of the University and enhance the achievement of the individual student. The planned faculty-student ratio—a significant improvement over the current situation—will facilitate meaningful interaction between faculty and students. More important than numbers, however, is the working relationship among faculty, students, staff, and administrators, which is critical to developing and maintaining high levels of scholarship, professional motivation, and personal development. Strong commitments to academic advising by faculty, efforts to achieve a level of excellence in all educational contacts between faculty and students, research by students under the guidance of faculty preceptors, and service projects related to the field of study and undertaken by students with the aid of faculty sponsors are examples of the kinds of interaction that are intended to characterize the University experience.



In front of an acting class, Al Srnka, assistant professor of speech, demonstrates a theatrical technique.

Projected Needs for Faculty

To reach the goals described, projected needs for faculty lie in two areas: quality and quantity. Faculty members must be highly qualified teachers and scholars. At the same time, they must be of a sufficient number both to provide significant opportunities for faculty/student contact and to provide a critical mass in each disciplinary area.

To maintain and improve the *quality* of its faculty, the University will need to provide competitive opportunities for faculty development—for example, in-service education, sabbatical leaves, travel support, summer leaves, intra- and inter-institutional visitation, and fellowships. The faculty plan includes appropriate opportunities for continuing scholarly and professional development and for developing new areas of expertise. Provision is also made for appropriate support services that allow faculty members to fulfill their instructional and other professional responsibilities at a high level. Recruitment of additional faculty members will focus on hiring individuals who reflect rich and varied backgrounds, an exemplary academic record, evidence of scholarly performance and research, and qualities which mark the educated man or woman.

To promote the frequency and quality of faculty/student interaction typical of the undergraduate liberal arts institution, the *number* of faculty members must provide a reasonable ratio with the number of students enrolled. After reallocation of faculty from programs being discontinued, Northeast will need a larger faculty to arrive at the ratio desired. Plans project a phased-in increase in number of faculty, reaching 357 FTE faculty in 1991. This will yield a projected student/faculty ratio of 16 to 1.



A graduate student and Audio-Visual technician demonstrate the proper use of a television camera to broadcasting students.

FACULTY DATA REPRESENTATION

EXPECTED CHANGES IN FACULTY by current academic program area are presented below. This list includes programs expected to be eliminated under the new mission.

PLANNING DOCUMENT SUMMARY FACULTY REALLOCATION BY SUBJECT AREA

PROGRAMS	1986	1987	1988	1989	1990	1991
Accounting	11.00	10.25	12.25	12.25	13.00	13.00
Business Administration	19.50	21.25	21.25	21.25	21.00	21.00
Business & Office Education	6.25	6.25	2.00	.00	.00	.00
Guidance & Counseling	4.00	4.00	.00	.00	.00	.00
Education Administration	4.00	3.00	3.00	3.00	3.00	3.00
Elementary Education	3.00	3.50	2.50	2.00	.00	.00
Reading	2.00	3.50	3.50	2.00	.00	.00
Secondary Education	9.38	9.00	8.50	5.00	3.00	.00
Special Education	6.00	4.00	3.50	3.00	2.00	.00
Professional Education (5th-Yr.)	.00	.00	2.00	7.00	10.00	13.00
Allied Arts	2.00	2.00	2.00	1.00	.00	.00
Art	7.00	7.75	8.75	9.75	10.00	10.00
Music	18.00	19.50	19.50	21.50	22.00	22.00
Family Sciences	8.50	7.75	7.00	7.00	7.00	7.00
English	20.50	22.60	25.50	26.00	28.00	30.00
Foreign Languages	9.52	10.75	16.00	20.00	21.00	21.00
Speech/Drama/Communications	10.00	14.75	15.00	17.00	17.00	17.00
Computer Science	6.50	7.75	8.00	8.00	9.00	10.00
Mathematics	12.35	17.97	19.00	22.00	23.00	25.00
Nursing	13.50	13.00	13.00	13.00	13.00	13.00
Drivers Education	.00	.00	.00	.00	.00	.00
Industrial Education	16.04	17.41	14.00	11.00	3.00	.00
Industrial Science	.00	.00	2.00	4.00	8.00	10.00
Health & Exercise Science	14.90	14.90	16.00	16.00	16.00	16.00
Recreation	2.25	2.25	1.25	.50	.00	.00
Agricultural Science	7.00	7.25	7.00	7.00	6.00	5.00
Animal Technology	2.00	2.00	1.00	.00	.00	.00
Biology	14.00	19.12	20.00	21.00	22.00	22.00
Chemistry	10.00	13.98	14.28	15.00	16.00	17.00
Comprehensive Science	3.38	.00	.00	.00	.00	.00
Physics	4.00	10.00	10.00	11.00	14.00	15.00
Economics	3.00	5.00	7.50	8.00	10.00	11.00
History & Geography	9.50	10.25	11.25	11.25	12.00	13.00
Justice Systems	6.00	6.00	6.00	6.00	5.00	5.00
Philosophy & Religion	3.50	6.50	6.50	7.75	8.00	8.00
Political Science	4.00	5.12	6.00	6.25	7.00	7.00
Psychology/Counseling	6.00	5.75	9.00	9.00	10.00	11.00
Sociology & Anthropology	4.25	4.25	5.25	5.50	7.00	7.00
Communication Disorders	7.83	7.83	7.00	7.00	6.00	5.00
TOTAL	290.65	325.28	336.28	347.00	372.00	357.00

Faculty Changes by Academic Program

Changes in faculty by academic program reflect needs created by the new curriculum and by the University's overall arts and sciences emphasis. They also reflect anticipated changes in student demand. Expectations based on fiscal 1986 data, drawn from each detailed program plan, are as follows. Detailed descriptions of budget and facility implications of the changes are presented in a separate document.

- *Accounting.* During the past ten years, enrollment in the Accounting program has grown rapidly, because of both the demand for accountants and the excellent reputation of Northeast's program. During this period, 4.44 FTE faculty positions were added to Accounting to meet this need. An additional 2.00 FTE faculty positions will be needed by the end of the planning period to reduce class sizes and to improve the quality of instruction. Some faculty currently teaching Business and Office Education classes will be reallocated to teach introductory Accounting courses. The operating budget for Accounting will require a modest increase to support the expanded faculty. Facility needs include faculty offices and more classrooms. Renovations to Violette Hall are expected to address facility needs in this area.
- *Business Administration.* From 1975 to 1985 the Business Administration program also experienced growth in enrollment. To meet this demand, faculty positions will be reallocated from Business and Office Education, and faculty positions in Business Administration will remain constant through 1990. The Business Administration operating budget will be maintained and facilities currently used in Business and Office Education will be reallocated to meet office and classroom needs.
- *Business and Office Education.* This discipline currently consists of the secretarial certificate program and the business education (B.S.E.) program. Demand for these programs has declined in the period 1975-85. With the University's new mission, all programs in Business and Office Education will be phased out and the faculty will be reassigned to Accounting and Business Administration. Operating budget funds from this discipline will be shifted to other areas. Some existing facilities will immediately be ready for use by other subject areas, while specialized facilities such as labs will require renovation.
- *Education.* As Northeast broadened its mission in 1975-85 and as student demand for teacher education courses declined, the number of faculty positions in Education decreased. As attrition occurred, many of these

positions were reassigned to academic disciplines. A more significant reallocation of faculty resources will occur in 1985-1990 as all Bachelor of Education and current graduate programs in Education are discontinued. The new fifth-year professional education program will replace both undergraduate and graduate programs in Education to provide training for teachers, and this change will impact all disciplines within the current Division of Education. Faculty positions will be reassigned from Guidance and Counseling, Elementary Education, Reading, Secondary Education, and Special Education to the new fifth-year graduate program. The Education Administration faculty will be retained to staff needed courses within this program. With the elimination of undergraduate education majors significant budgetary reallocations will occur. These funds will be shifted to other subject areas. Current Education program facilities will be available for other areas but most will require renovation via the planned Violette Hall project.

- *Art.* The number of FTE faculty positions in Art is expected to increase from 7.00 to 10.00 by 1990. This expected increase is due to the University's mission change and resulting increases in enrollment in art classes offered as part of the expanded liberal arts and sciences core. Operating budget increases will be required to support the additional faculty and students in Art. Significant facility needs have been identified. Art studios and research spaces are needed in addition to faculty offices. These needs are addressed by planned renovation of Ophelia Parish Building.
- *Allied Arts.* The current Allied Arts program is a graduate-level teacher education major that will be eliminated under the new mission. Currently assigned faculty positions (2.00 FTE) will be reallocated to Art and Music. The operating budget for this area will be shifted to other areas in Fine Arts. Facilities are located in the fine arts building and will be made available for use by other programs.
- *Music.* The number of FTE faculty positions in Music is expected to increase slightly due to projected enrollment increases. Enrollment gains in music classes are anticipated because of liberal arts core courses open to non-music majors. The operating budget for music will require modest increases. Facility needs include additional music practice rooms and faculty studios.
- *Family Sciences.* Although the number of faculty positions in Family Sciences is expected to decrease slightly due to normal attrition, the teaching effort of current faculty members in the discipline will be redirected considerably under the planned new curriculum. With the change in focus

of this program, the relative size of the operating budget will be adjusted. Because the curriculum has been completely revised in this program, some modest facility changes are projected.

- *English.* In order to implement the University's mission change, the average size of English classes will be reduced. This will affect both majors and non-majors. Increases in English major enrollments are also anticipated as students planning careers in elementary education will be advised to earn a degree in English as appropriate preparation for the Master of Arts in Education. A total of 9.50 FTE in additional faculty positions will be sought to teach both liberal arts core English courses and upper division courses. The increased faculty will make it necessary to increase the operating budget for English to provide more small classrooms and faculty offices.
- *Foreign Languages.* During 1975-85, the University expanded both the number of foreign languages offered and increased the faculty size. In order to support proposed curricular changes, further increases will be needed. All students seeking a B.A. degree will be required to complete 12 hours of foreign languages, and Business majors will also be required to take a foreign language. Additional students majoring in Spanish, French, and German are also anticipated. The operating budget will be increased to support the expanded faculty and student population in this subject area. Facility needs include additional faculty offices and a significant increase in language labs. This need will be met through reassignment of space to foreign languages that becomes available as a result of the Ophelia Parrish renovation project.
- *Speech/Drama/Communication.* During 1975-85 the number of faculty positions increased because of the need to provide liberal arts core courses for a growing freshman class. The number of majors also increased due to the popularity of the mass communications major. Additional faculty expansion will be needed through 1990 to reduce class sizes to levels appropriate to the University's new mission. An increase in the operating budget will be used to support the expanded faculty in this discipline. Specific facility needs include renovated spaces for drama and the development of additional office space.
- *Computer Science.* Student demand for courses in Computer Science increased rapidly during 1975-1985, and faculty positions were added to

meet this demand. Faculty growth has not kept pace with demand, however, and the CBHE Program Review of Computer Science in 1984 indicated that Northeast Computer Science faculty had very high teaching loads. Additional faculty members will be recruited in 1985-90 to reduce the average class size in this discipline. Budgetary needs include additional equipment funds to maintain computer science labs. Facility changes are tied to the Violette Hall renovation project and include remodeled labs and faculty offices.

- *Mathematics.* In 1975-85 significant deficiencies in the mathematics curriculum—identified through the University's Value-Added assessment program—resulted in a number of changes. Core curriculum requirements in mathematics were increased, higher level mathematics courses were included in the new core, and the Business Division added a calculus requirement for all its students. The new core curriculum will accelerate these trends and will require significant additions to the mathematics faculty. With an increase of 12.65 FTE faculty positions, mathematics will require additional operating budget funds. Facility needs will primarily be faculty offices and the reassignment of general classrooms, which will be addressed by the Violette Hall renovation project.
- *Nursing.* The number of faculty positions in Nursing is expected to remain stable through 1991. Northeast's Nursing program is currently accredited by an external agency that mandates particular student/faculty ratios, and student enrollments are expected to remain approximately the same throughout the planning period. Budgetary allocations should also remain stable, and physical facility needs will be addressed via renovations of existing space.
- *Drivers Education.* This program was eliminated prior to 1985 and the two FTE faculty positions assigned were reallocated to Industrial Science. Operating budget funds have been reallocated and facilities have been assigned to Industrial Science.
- *Industrial Education and Technology.* During 1975-85 faculty positions were increased to handle increased demand for vocational certificate programs. Under the University's new mission, all such programs will be eliminated. Additionally, as part of the change in teacher training, the program in Industrial Education is being phased out. These changes are anticipated to result in a net reduction of 6.00 FTE faculty positions available for reallocation to other disciplines. The remaining faculty will be used to staff the proposed Industrial Science program that integrates courses in industrial technology with courses in management and management

systems. The operating budget for this area will be appropriate for the new Industrial Science program. Facility needs are met through the existing areas assigned to the program.

- *Health and Exercise Science.* Under the new mission of the University there is a greater emphasis on health and wellness for both students and faculty. This emphasis will require some additional faculty effort, but is balanced by discontinuation of the master's program. As a result, numbers of faculty positions in the Exercise Science program will reach 16.00 FTE by 1990, while faculty positions in Recreation will be reallocated. Funds from discontinued programs will be available to meet operational needs. With the new orientation of the program some renovation of facilities is projected.
- *Recreation.* Following the new mission of the University, this program will be eliminated as an academic major. The 2.25 FTE faculty positions assigned to the program will be reallocated to the new program in Exercise Science. Operational funds have been consolidated with those of the Division of Health and Exercise Science.
- *Agriculture.* During 1975-85 the enrollment increased. Faculty positions were added to serve these students. As a result of a CBHE Program Review, the program was recently re-oriented to a science-based rather than a production-based program. Degree requirements were changed, and production-oriented courses eliminated. Reflecting this emphasis, the program and faculty were transferred to the Division of Science in 1985. By 1991, operational expenses are projected to decline by 10 percent with the discontinuation of Animal Health Technology. The Animal Health Technology classrooms, labs, and office space will be available for reassignment to subject areas experiencing growth as a result of the mission change.
- *Animal Health Technology.* This program is a two-year certificate program with two FTE faculty positions currently assigned. It will be eliminated under the University's new mission and the faculty positions made available to other disciplines. Operational funds will be available for reallocation, and existing facilities (with some modifications) will be utilized in other science programs.
- *Biology.* Additional Biology faculty positions will be needed to staff core curriculum courses and to implement the "islands of learning" concept for undergraduate education. To enhance faculty research efforts, release time for faculty members will also be necessary. These needs will require

an additional 8.00 FTE faculty positions by 1990. With this increase in faculty, operational and equipment budgets will be increased. Facility needs include faculty offices, research labs, and instructional labs.

- *Chemistry.* Significant changes in the science component of the arts and sciences core are expected to result in increased demand for faculty positions in core curriculum courses. In addition, the Chemistry major has been identified as an important area in which a significant program for undergraduate research can be developed. These changes will require an additional 7.00 FTE faculty positions by 1990. Additional operational funds will be required for supplies and equipment. The emphasis on research will significantly increase the need for faculty and student research labs, which will be addressed by a proposed addition to Science Hall.
- *Comprehensive Science.* This program included interdisciplinary science courses and was primarily a pre-certification course of study for teachers. Under the proposed core curriculum, its largest curriculum segment—Earth Science—has been deleted. The 3.38 FTE faculty positions assigned to the program will be reallocated to other programs within the Division of Science. Operating funds will be transferred to other areas within the Science Division, and current instructional labs will be converted to other uses.
- *Physics.* This discipline has been identified as another critical area for enhancement within the University's arts and sciences mission. Additional Physics courses will be offered in the arts and sciences core and increasing numbers of physics and pre-engineering students are projected. A significant increase in the faculty is necessary to meet these demands. This area will also demand additional operational funds, particularly for equipment. Some facility needs will be met through reallocation of existing space or renovations.
- *Economics.* Because the Division of Business has established an enrollment ceiling, it is expected that many students will choose economics as an alternative. In addition, the program plans to recruit additional students with interests in research and graduate study. To develop a discipline with a faculty sufficient to support increased student demand, additional faculty positions are required. Additional operational funds will be needed to support instructional and research activities in this field. Facility needs include general classroom space and faculty offices.

- *History.* Additional history courses will be designed and offered as part of the new arts and sciences core. Smaller classes will improve the quality of instruction and avoid the traditional large lecture approach. Increases in majors are anticipated as students intending to become teachers in history enroll in the major in preparation for the new five-year Master of Arts in Education program. Some additional operational funds will be needed to support the new faculty in this discipline. More small classrooms will be needed to meet curricular changes.
- *Geography.* The Geography major has been eliminated. Courses in geography taught by the current faculty will continue to be offered for other majors and as part of the liberal arts and sciences core. The faculty in geography (2.00 FTE) are now assigned to other disciplines within the division. Operational funds will be available for reallocation within the Division of Social Science. Because some geography classes will be retained, only limited facilities will be available for reallocation.
- *Justice Systems.* The number of FTE faculty positions in Justice Systems will be reduced from 6.00 to 5.00 by 1991. This is because of an anticipated decrease in total enrollment in both the discipline and the major. The surplus faculty position will be reallocated within the Division of Social Science. Operational funds will be refocused and some facilities should be available for reassignment.
- *Philosophy and Religion.* Additional philosophy courses will be designed and offered as part of the new core. Philosophy is also a critical discipline for developing liberal arts outcomes because of its efforts to prepare students to make critical and reasoned choices regardless of their profession or training. With a larger faculty, this area will require more operational funds to support instruction and research. Facility needs include faculty offices and small classrooms.
- *Political Science.* With the University's new mission, an increase in the number of pre-law students and in students seeking advanced degrees in the discipline is projected. Courses in political science will also be a part of the revised core. Both will require some increases in the faculty by 1990. An increase in operational funds is projected and some facility needs, such as offices and seminar rooms, have been identified.
- *Psychology.* The curriculum in psychology will concentrate on preparing students for advanced study within the discipline. As a consequence, the undergraduate research component of the program must be strengthened. At the same time, the level of effort of the psychology faculty within the

arts and sciences core must be maintained. An increase of 5.00 FTE faculty positions in the program is thus anticipated by 1990. Operational funds will be increased to support faculty research and instructional efforts. Specialized research facilities will be needed that may require renovation of existing spaces.

- *Sociology/Anthropology.* Moderate increases in the number of faculty positions are anticipated in order to teach classes in the arts and sciences core and in order to reduce class sizes. The operating budget will increase and more small classrooms will be needed to support this program.
- *Communication Disorders.* The number of FTE faculty positions in this program will decline slightly over the planning period due to normal attrition. Enrollments are expected to remain stable, however, and the program will be able to continue to maintain its accredited status without the need of additional faculty positions. No significant changes in budgetary requirements or facilities are projected.

Funding and Facility Implications

To give proper support to attracting new faculty members and encouraging their influence on the individual student, additional budgetary resources must be available. To estimate resource requirements, a separate budget plan was developed that projects expenditures by discipline through 1991. This plan provides projections by academic discipline for faculty and other instructional expenditures. These funds will be used to increase the number of faculty positions, improve operational budgets, and purchase additional equipment. The share of total revenues devoted to instruction is also projected to increase with the mission change.

To attract highly qualified faculty members and provide for their housing, 13,000 square feet of additional office space will be required. In support of a scholarly environment to create a broad base of research activities, 64,000 square feet of additional central library space will be constructed, as well as 20,900 square feet of research space. Joint scholarship, the so-called islands of learning, will create a need for 53,630 square feet of undergraduate research space. Finally, to reduce class sizes to conform to reduced faculty/student ratio, 44,000 square feet of new instructional space should exist.

RESEARCH AND SCHOLARSHIP

Goals

Sound instruction and effective scholarship are complementary in promoting a pervasive intellectual atmosphere; an important corollary of research activities at Northeast is thus improvement of undergraduate as well as graduate instruction and learning.

GOAL I

TO PROMOTE INTELLECTUAL DISCOVERY ON ALL LEVELS BY PROVIDING TIME AND OPPORTUNITIES FOR THE FACULTY TO ENGAGE IN RESEARCH AND SCHOLARSHIP, AND BY ENCOURAGING THE FACULTY, UNDERGRADUATES, AND GRADUATE STUDENTS TO SHARE IN MULTIPLE OPPORTUNITIES FOR RESEARCH.

A high-quality faculty will automatically expect time and facilities to perform research indigenous to specific disciplines—to expand, investigate, and explore topics of its choice. Research is required for all students completing a graduate degree. In addition, greater emphasis is placed on student research in the undergraduate programs. High-ability undergraduate students will expect, and be expected, to complete research projects of various types.



A biology student works on her graduate research project.

GOAL II

TO ACHIEVE RECOGNITION FOR THE RESEARCH AND SCHOLARLY ACTIVITIES OF THE NORTHEAST FACULTY.

Attempts will be made to attract renowned researchers as visiting or endowed-chair professors in selected areas. Students and faculty will participate in seminars, workshops, and national and regional meetings to present papers on research accomplished. The University will develop relationships with solidly established university presses to facilitate the publication of articles, magazines, books, and journals that result from faculty and student research projects. Faculty members will be sought as guest lecturers and visiting professors. Graduates, especially master's degree graduates, will be recruited by leading graduate universities because of their individual research performances and the scholarly reputation of the University.

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PAINTBRUSH

A JOURNAL OF POETRY, TRANSLATIONS, AND LETTERS



Roy L. Tanner

**The Humor of
Irony and Satire in
the *Tradiciones peruanas***

Projected Needs

Research and scholarly activities constitute one means of enhancing and reaching educational goals and of stimulating the scholarly environment of inquiry, investigation, and critical interchange typical of a liberal arts institution. Research of substance must occur if the University is to meet the obligations of its mission. The University needs further opportunities for conducting program and discipline research through funding support and other incentives, such as recognition and assigned time for organized research. Funding support for research has been at 2 percent of the instructional budget, and is recommended at 5 percent for FY 1988. It is recommended that funding support for research be maintained at or above this level. Detailed financial planning projections based on this assumption indicate an increase from FY 1987 figure of \$272,448 for research to \$1,184,874 in FY 1991.

During the last few years, Northeast has provided limited funds to support faculty research and scholarly activity. This has included summer research stipends, small equipment grants, and travel support. The goals established as part of the mission change call for additional research and scholarly activity, and as a result, funding for research must be increased. The expansion of research and scholarly activity will create a need for increases in both operations and equipment budgets. Operational expenses will include supplies and travel. Another funding implication is the need for increased released-time for faculty research. This will require additional faculty in some disciplines or reassignment of teaching loads.

While the proposed percentage increase is significant, research will equal only 5 percent of the total instructional budget and therefore will not consume an inappropriate portion of the institution's resources. However, the funds projected will have a significant impact on the scope of faculty research and scholarly activity, and will have a positive impact on the total academic program.

While some outside grants to support research will be sought, particularly in the sciences, it is expected that most research funds will come from traditional sources. A grants office with its inherent administrative overhead is not proposed. Rather, individual faculty members will be responsible for the administration of grants and the development of proposals.

Data Representation

In-depth student involvement in learning and continued recruitment of high-quality faculty members are expected to promote increased research and scholarly activity by both the faculty and students. The University anticipates increased research activity as evidenced in projected data on scholarly productivity.

RESULTS	ACTUAL			PROJECTED		
	1986	1987	1988	1989	1990	1991
Faculty Actively Involved in Research	50	70	55	100	125	150
Students Participating in Research Projects	96	150	250	450	600	750
Juried Articles - Faculty	42	60	85	110	130	160
Presentations at Professional Meetings - Faculty	101	150	170	180	190	200
Books Published - Faculty	11	12	14	16	18	20
Other - Faculty (e.g., musical compositions, art works)	15	16	17	18	19	20

Funding and Facility Implications

Achieving the research and scholarship goals will require additional resources—both internal and external. A significant increase in the research budget is requested, with the total dollar amount rising from \$272,448 in 1987 to \$1,184,874 by 1991. This model assumes that research funding will continue at or above 5 percent of the instructional budget as recommended for Fiscal Year 1988. This increase will be necessary to support research and scholarly activities outlined in this document, anticipating that 50 percent of the faculty will be actively involved in these activities.

With a three-fold increase in emphasis on faculty research, together with increased undergraduate research, additional research space will be critical. Based upon standard space requirements to support faculty research, 20,900 square feet of total space must be committed to research function. Since faculty and student research space may be integrated, some combined facilities may be sufficient. The second addition to the central library facility will also support the research function. An additional 13,000 square feet of office space is required to support full-time faculty engaged in research.

ACADEMIC SUPPORT RESOURCES

Goals

Adequate academic support resources add to both the efficiency and the effectiveness of the University's teaching activities. They also enhance the breadth and depth of student learning, lend integration and motivation to learning, and promote habits of continuous learning among students. Support resources are especially crucial for the intellectual and personal development of students who are simultaneously living and learning on the college campus. Too often a university community fails to view students holistically. In contrast, activities outside the classroom at Northeast will provide opportunities for students to function in a variety of situations. As stated in "A New Promise," "the behavior of students outside the classroom . . . may well be the best testing ground for the value-added concept in the overall growth of individual students: intellectual, personal, spiritual, and social."

This category includes a wide variety of support services necessary for the operation of a university: the library, student services, computer services, physical plant, and other services. The budgetary model assumes modest increases in these support areas. With the exception of utility costs, which are projected to increase by 10 percent each year, all other support areas are projected to need a 6 percent increase per year to implement the new mission.

Principal academic support resources addressed in planning are the library, computer services, and student life. Goals for these resources are presented below:

Hour Exam

by Jim Thomas

I ask my last freshman comp class this year
to react to a handout, either lines
by Dylan ("In My Craft . . .") or "The Towel,"
a chapter from *Trout Fishing*. . . , Brautigan's
bittersweet myth of innocence and how,
despite losses, it somehow remains.
They question me, the instructions scrawled
on the board. They sigh, scratch their heads, and write
I wonder what their papers will show. Did
I persuade them to be simple, direct,
to give real examples, to proof and care?
Will they spoon answers back? I'm tested here
If only one cannot do it, I fail
But now, in the rustling minutes, pencil
scratches, furrowed brows — they are rather like
a large covey of young quail, so earnest —
hope still breathes, though barely, as the hour wanes

JIM THOMAS teaches English at Northeast Missouri State University, Kirksville

GOAL I**TO PROVIDE LIBRARY ACCESS, SERVICES, AND HOLDINGS THAT SUPPORT FACULTY AND STUDENT SCHOLARSHIP AND RESEARCH.**

The primary academic support resource on a university campus is the library. Through the library, students enrolled at Northeast will be taught a range of intellectual skills—among them tolerance for ambiguity, openness to diverse methods and views, and skill in logical and critical thinking. They will be taught to deal with social and intellectual issues and be prepared to understand other nations, other cultures, and other peoples. Use of the library will continually reinforce the knowledge of how to learn. Both students and faculty will engage in in-depth learning and research; as a result, they will need exemplary library resources, facilities, and services. Furthermore, an increased emphasis on scholarship and strong interdisciplinary learning, combined with an increase in the ability level of the students, calls for quality information systems and library networking capabilities.



A student uses one of the new microfilm readers in Pickler Library in his research efforts.

GOAL II

TO PROVIDE ADEQUATE COMPUTER SUPPORT TO FACULTY AND STUDENTS.

Research as well as information dissemination and retrieval are accelerated as educational institutions computerize. The speed of technological change continually introduces new elements into the educational system: Northeast students require an education that prepares them for a technological society, that is rich in computing tools providing quick and accurate response, and that supports excellence in learning and research.



An undergraduate uses one of the several IBM 3178 on-line terminals to prepare for a World Civilizations test.

GOAL III

TO PROVIDE STUDENT LIFE ACTIVITIES AND A CAMPUS ENVIRONMENT THAT COMPLEMENT THE ACADEMIC THRUST OF THE UNIVERSITY.

Student life includes such resources as Residence Life, Student Services, Academic Planning Services, and campus environment. Educating students for leadership, graduate school, and professional school within a liberal arts and sciences setting occurs in a variety of environments, many of them outside the classroom. Some of these activities directly support the academic enterprise; others contribute more to social and personal growth. A collective sense of mission extending to all segments of campus life strongly affects the success of the University experience.



A student donates blood during one of the several Red Cross blood drives sponsored annually on campus.

The Library

The linchpin of academic support in an intellectual setting is the library. Pickler Memorial Library (PML) will continue in its leadership role established in the 1970s and strengthened in the 1980s. Over the past decade the collection at Pickler has expanded to meet the demands of rising enrollment and of the diverse academic programs offered by the University. Further expansion of the collection will be fundamental to the University's new arts and sciences mission. Following the mission, the composition of the collection will also change. Titles will be added, particularly in such areas as the foreign languages, and an attempt will be made to provide a solid literary foundation for exposing students to the values, cultures, and traditions of different societies. At the same time, holdings in such areas as history and philosophy will be enhanced. Finally, the University's plans to recruit and retain high-quality faculty members will depend in large part on the availability of library support for faculty research and scholarship. As a result, periodicals collections in appropriate disciplines will be significantly expanded.

In 1974 Pickler became the first library at a publicly supported institution in the country to join the Online Computer Library Center (OCLC) as



Librarian Maureen Hart and assistant Anna Findling catalog new holdings for Pickler Library through the use of the on-line capability of the OCLC system.

an independent member. In 1984 PML became the first publicly supported institution of higher education in Missouri to acquire the Northwestern (University) Total Integrated Library System (NOTIS). In the immediate future the library will continue to build on the foundations already established in these areas. NOTIS and its subsystems will be fully implemented; interlibrary loan service to students and faculty will be refined; data base searching for information will be expanded; already strong collections in the various disciplines will be strengthened by further acquisition and in-depth development; and the library will continue to take advantage of new technologies such as compact disks (CD-ROM) as they emerge. Pickler currently has information available in many forms other than books; e.g., microforms, audio tapes, video cassettes, and filmstrips. Compact disks (CD-ROM) are just coming into use in libraries; this format for recording information will likely hold an increasing percentage of Pickler's information in the future.

Full implementation of the online circulation system, the online acquisition system, and the online serials system will complete development of an integrated automated library system. The online circulation system will provide detailed management information to improve service to students and faculty. Coupled with improved acquisitions and serials systems, this system will improve service by reducing the time for acquiring informational materials.



A student searches for a book in the LUIS computerized card catalog system in use in Pickler Library.

Interlibrary loan service to students and faculty will be improved through the expanded OCLC interlibrary loan subsystem as research libraries put their retrospective holdings into the data base. The new Missouri Information Exchange (MIX) and a recently implemented universal borrowers card for all publicly supported institutions of post-secondary education in Missouri should make library informational resources in Missouri more available to both students and faculty. Moreover, in 1985 PML joined the Center for Research Libraries (CRL). This cooperative storage facility located on the University of Chicago campus will make additional information resources available to Northeast's students and faculty over and above data bases such as Bibliographic Retrieval Service (BRS) and DIALOG already available.

The current 14 million dollar expansion and renovation of Pickler Memorial Library will double the space devoted to informational services serving Northeast. More important, however, is the fact that this project presents an opportunity to design a structure for twenty-first-century applications of technology to academic informational resources.

The future of library information services at Northeast will depend upon the ability of the library to expand the collection in support of the liberal arts and sciences and at the same time to adopt and use new technologies as they emerge. Access will replace ownership; fewer information resources will be available locally, but through technology much more will be made available nationwide. Information in the library will be available across the campus through computer terminals.



Librarian Karen McClaskey conducts a search for journal articles by using the modem connection to DIALOG, housed in Long Beach, California.

Computers and Microcomputers

Computing technology provides a mechanism for effective and efficient learning. As each academic discipline realizes the value of computing as an instructional tool and as researchers utilize statistical packages, the demand for computer access by Northeast students and faculty will continue to grow. Scientific computing that calls for high-powered, quick response time, as well as expanded instructional computing, will be needed to support the increased levels of independent inquiry among high-ability undergraduate and graduate students and distinguished faculty.

The University will need to respond to emerging technological needs and to examine methods for providing computers or computing access to faculty and students across the campus. Offices with various potentials for developing different applications will examine computing technology to provide high-quality service and communication with efficiency and cost effectiveness. Efforts to enhance available software and other services to support excellence in learning and research will continue. Each faculty member will need ready access to appropriate computing support for word processing, instruction, statistical analysis, and other research. Microcomputers will be provided to faculty as typewriters were formerly provided.



Utilizing a program he wrote, Heinz Woehl, associate professor of English, translates English to the Cyrillic alphabet.

The office of Computer Services, appropriately staffed, will provide centralized computing for large-scale research, computer science instruction, online information systems, and other applications requiring a mainframe computer. Additional online interactive systems may be needed to provide quicker response to support the decision-making process and to provide easy access to meaningful data.

Furthermore, with the advance of electronic communication and the capability to integrate voice/data networks over a single cable network, the existing telecommunications system should be replaced to provide additional flexibility. As a result, students and faculty will have access to the computer mainframes from any campus location, including dormitories. Telephone registration, access to automated library catalogues, and access to outside data bases are all possible through such technology.

Student Life and Campus Environment

To truly establish a community of learning, the formal course of study taken by each student must be integrated with the campus cultural and living environment. The current challenge to the University is to provide a reputable liberal arts and sciences education characterized by scholarly breadth and depth in order to prepare students for graduate and professional schools and for leadership roles in society and professional life. The caliber and diversity of available student life activities and services play a prominent role in establishing such a scholarly environment. The quality of the environment can to some extent be judged by an emphasis placed on opportunities for active learning and by evidence that faculty and students are involved in joint enterprises of discovery and growth. It is here that the University can view and serve its students holistically. Northeast has already taken steps to increase the overall level of student services to address weaknesses cited in the 1985 NCA Accreditation process. Further steps will be undertaken in the following areas.

Advising: Academic Planning Services (APS) will play a vital role in support of the new mission by helping students to identify their leadership, scholarly, and professional goals. Each student's program should be guided by informed advice and supervision and be characterized by careful and continuous monitoring and counseling. APS counselors will constitute essential resources for the academic divisions and will be actively involved with seminar courses, with peer advisement programs, and with other areas of student adjustment. In cooperation with the Career Planning and Placement staff, APS will also coordinate a high-quality peer counseling program to assist students at all stages of professional development. Through the peer counseling and peer advisement programs, Northeast will involve its students in academic and social development. Finally, in cooperation with the Admissions Office and

the academic divisions, APS will provide new students with a smooth transition to Northeast through a university-wide fall orientation program.



A parent and a prospective student consult Elsie Gaber, Academic Planning counselor, about career possibilities.

Residence Life: In addition to providing high-quality living conditions for students, Residence Life Services strives to provide an atmosphere that actively promotes educational and social growth in the residence halls. More options for living-learning clusters will be created in the residence halls. At the same time, the University is planning “faculty-in-residence” programs in the residence halls to provide further opportunities for formal and informal faculty-student interaction. Campus-wide wellness programs are likewise promoted through the residence halls in conjunction with the University health clinic.

Additional Student Services: A diverse array of additional student services, support functions, and cocurricular offerings enrich the intellectual enterprise. Additional courses on leadership development and on the development of values and identity are planned to enhance the liberal arts core. Student organizations are expected to demonstrate clearly in their goals and behaviors that they support the new mission of the University. Other cocurricular challenges to be met include additional ways of recognizing individual student

achievement, increased cultural programming, more international travel and study opportunities, increased options for team and individual recreation, and greater demand for learning social skills and graces.

The Campus Environment: Northeast believes that a commitment to excellence should extend to all facets of the campus environment. The character of the academic complex has a silent but pervasive impact on the cultural network that constitutes the University community. A positive, pleasing, and productive University environment is marked by traditions embodied in and exemplified by both faculty and students, by the presence of visual and performing arts, by exciting discussions among all members of the University community including guest scholars and lecturers, by beautiful and attractive grounds, and by a visible elegance in the University's reception of visitors.

Data Representation

An important contributor to the success of Support Resources and Services in meeting the challenge of the University's new mission is the considerable student involvement in planning new services and in implementing those plans. Another key is the University's ability and willingness to assess the effectiveness of all its activities by examining the attainment of important outcomes. One measure of success in providing services is provided by ongoing student attitude surveys that give faculty and staff constant feedback on effectiveness. Evidence of anticipated changes in student responses to these questionnaires is provided below.

GRADUATING STUDENT QUESTIONNAIRE

Satisfaction of Graduates	ACTUAL		PROJECTED				
	1985	1986	1987	1988	1989	1990	1991
Using the library	3.07	3.08	3.12	3.15	3.18	3.25	3.30
Ability to find information, interpret and apply findings	3.27	3.29	3.30	3.32	3.35	3.38	3.40
Library services	3.02	3.05	3.08	3.10	3.13	3.16	3.20
Library facilities (renovation 1986-1989)	3.01	3.02	3.03	3.03	3.05	3.15	3.20
Computer Services	2.92	2.91	2.96	2.98	3.00	3.00	3.05
Computer Facilities	2.78	2.90	2.91	2.92	2.93	2.94	2.95
Academic Planning Services	2.84	2.85	2.88	2.90	2.93	2.97	3.00
New Student Orientation Program	2.97	2.98	3.00	3.02	3.03	3.05	3.10
Residence Life	2.90	2.91	2.94	2.97	3.00	3.05	3.10
Housing Facilities	2.77	2.80	2.81	2.83	2.85	2.90	2.95
General Condition of Grounds	3.15	3.04	3.15	3.20	3.22	3.25	3.30

Funding and Facility Implications

The institutional and academic support areas represent a broad cross-section of the campus. Costs in some support areas such as utilities are controlled by external factors, while other areas provide basic services required by any institution of higher education. In some cases the mission change will significantly impact support areas, while other areas will feel only a minimal impact.

Enhancement of the library in support of the mission will require changes in financial support and facilities. For planning purposes a 6 percent increase per year has been projected for library services. However, a one-time budget allocation to improve the arts and sciences collection has been requested for FY 1988. As the new institution emerges, the library may require additional support. Turning to library facilities, it is projected that addition/renovation projects currently under way will adequately house proposed increases in research activities. Increased emphasis will be placed on those portions of the collection which will most directly bear on this effort. Adjustment in space allocation has been made in view of the instructional goals.

Computer resources exist as a campus-wide network, and facility needs parallel that of any utility distribution system. Specific space to provide user access is incorporated in the appropriate program space requirements. The distribution system, however, should be viewed as a single campus-wide cost. The standing request for replacing the existing telecommunication system should be met to give the distribution capacity required to access both mainframe and library computer systems. Furthermore, a back-up environmental control system is needed for the central computer facility. Funding for this area includes both academic and administrative computing.

The Residence Life (housing) portion of the support services and the Student Union are self-supporting. No increases in charges to students are anticipated that would exceed the percentage increase in total costs at the institution. Other student service areas such as advising and support areas including admissions, financial aids, and testing are expected to increase at a rate of 6 percent per year. If necessary, adjustments within these offices will be made to meet demands created by the mission change. Institutional support areas such as the Business Office, Physical Plant, telephone services, and similar areas will require increases similar to the institutional funding average. These areas will continue to seek operational efficiencies that enable the institution to devote as large a portion as possible to the instructional budget.

To provide an appropriate setting for the student outside the instructional environment, important facility needs in these support areas must be consistently addressed. They include:

- Restructuring of the residence halls to provide self-contained units not to exceed the 50-student level will be pursued.
- Pedestrian and vehicular systems must be refined and supplemented.
- The Student Union building will be completely renovated to give additional support to academic based special functions as well as its traditional role as the meeting place for student government and social organizations.
- Ongoing repairs to the residence halls will be accelerated.
- General recreation facilities will increase in capacity.



Part of the Value-Added program brings nationally known scholars to the campus. *Above*, Lester Thurow, the MIT economist, expounds on the economic health of the country.

GENERATION AND REALLOCATION OF RESOURCES

AT NORTHEAST MISSOURI STATE UNIVERSITY the functions of planning, budgeting, assessing, and decision making reflect a University commitment to the effective use of resources. Increased demands in the areas of

research, quality of instruction, academic advisement, and attention to the individual student, as well as demands for the improvement of resources and facilities commensurate with excellence, place considerable pressure on the institution to maintain and improve its resources.

A detailed projection of needs in physical facilities is presented in a separate budget and facilities plan. Also, priorities in funding are addressed in that supplement. The intent of the following section is to present summary implications of anticipated curriculum changes in terms of dollars and capital needs.

Should a shortfall in revenue from fee income and state appropriations occur, the priority will be the preservation of the core liberal arts and sciences programs and such key professional programs as fifth-year teacher education, business administration, and accounting. Efforts will be made to maintain a student/faculty ratio suitable to the institutional mission and to protect those resources utilized to support scholarly activity and research.

Reallocation of Existing Faculty Resources

Most of the resources required for implementing the academic plan as presented above already exist at Northeast in the form of faculty, support staff, instructional equipment, and facilities. Needed increases (for example, additions to the faculty in various programs and to state support for faculty research) have been noted where appropriate. The change of mission and its consequent major reorganization of the curriculum, however, will require considerable redirection of faculty effort. In part, needs for faculty in particular fields will change as students take more liberal arts coursework, and as they begin to major with greater frequency in the traditional academic disciplines. But the existing faculty will at the same time be teaching them differently. They will be able to do so because redirection of the curriculum will discontinue a number of academic programs and will allow a large number of existing courses to be eliminated or phased out. Both processes are important elements of resource reallocation.

Plans for phasing out a number of degree programs will result in faculty positions available for reallocation. Projections of faculty positions by degree program were presented in detail in the section on Faculty. Major reallocation impacts of these proposed changes by 1991 are expected to be as follows:

- All faculty in Business and Office Education (6.25 FTE) will be reassigned to the Division of Business and Accountancy.
- A total of 23.00 FTE faculty positions in Education will be reassigned to the new Master of Arts in Education program and to appropriate academic disciplines.

- A net reduction of 6.00 FTE faculty positions in Industrial Education will allow these positions to be reassigned to other disciplines.
- A total of 2.00 FTE faculty positions in Animal Health Technology will be made available to other programs.
- A total of 3.38 FTE faculty positions currently assigned to Comprehensive Science will be reallocated to other programs within the Division of Science.
- A total of 2.25 FTE faculty positions currently assigned to Recreation will be reassigned to the new program in Exercise Science.

In addition to faculty reassignment, faculty members are expected to significantly redirect their teaching emphases within each program. As part of the curriculum development process, the faculty also addressed the question of which existing courses should be phased out or deleted as not suited to the University's new arts and sciences mission. Criteria used in this review process included (1) the course is obsolete because the curriculum that contains it will be discontinued, (2) the course is not consistent with new program directions for the discipline or major as delineated by the new mission, (3) the course is neither required nor viable as an elective under the liberal arts and sciences component of the new mission, and (4) the course has been inactive for a significant period and is deemed inappropriate to the new mission. As a result of this process, a total of 441 courses will be phased out and faculty teaching effort will be redirected toward new courses in support of the revised curriculum.

Summary Financial Implications

Many of the proposed changes in the academic programs, faculty, and support services will require changes in funding. Significant internal reallocations of funds will be required to support the changes proposed in this plan. In addition, new resources will be sought via student fees increases, general revenue appropriations, and other sources such as alumni donations.

To determine the financial implications of proposed curriculum changes, a detailed financial projection of the University was undertaken. Many elements of this projection have already been referenced at appropriate points in the Academic Plan above. The overall budgetary implications of proposed changes are summarized in the accompanying table of expenditures and revenues over the five-year planning period.

In addition, the liberal arts and sciences mission has many implications for buildings and other capital improvements at the University. These improvements will also have financial implications. The shift in instructional emphasis and in university culture will place demands on a number of areas which are summarized in the capital support projections.

Budget: Summary Projection

An overall funding summary is presented based on the assumptions of the budget planning model. These projections were developed to provide an estimate of the resources needed to implement the five-year plan. The overall totals by category (instruction, research, library, etc.) are considered minimum needs in order to implement the plan.

CATEGORIES OF BUDGETS	FY 86*	FY 87	FY 88	FY 89	FY 90	FY 91
Instruction Base	14,109,644	15,563,497	16,497,307	17,487,145	18,536,374	19,648,556
HB196-FY87		888,000				
HB196 Future Years			788,000	688,000	588,000	488,000
Enrichment in Instruction				105,000	105,000	105,000
Base Increase HB196 (FY88-91)			941,280	1,833,037	2,672,299	3,455,917
Total Instruction	14,109,644	16,451,497	18,226,587	20,113,182	21,901,673	23,697,473
Library	1,399,605	1,519,895	1,611,089	1,707,754	1,810,219	1,918,832
Liberal Arts Collections-FY88			586,541	-0-	-0-	-0-
General Support	7,193,733	7,426,046	7,871,609	8,343,905	8,844,540	9,375,212
Plant	1,548,117	1,833,070	1,943,054	2,059,637	2,183,216	2,314,209
Utilities	1,147,414	1,237,020	1,360,722	1,496,794	1,646,474	1,811,121
Cost of Education	25,398,515	28,467,528	31,599,601	33,721,273	36,386,121	39,116,847
Research	181,547	272,448	911,329	1,005,659	1,095,084	1,184,874
Public Service	105,724	133,031	182,266	201,132	219,017	236,975
Off-Campus Instruction	173,706	171,798	151,440	131,082	110,724	90,366
Student Aid	1,076,614	1,290,336	1,419,436	1,561,379	1,717,517	1,889,269
Total Costs	26,936,104	30,335,201	34,264,072	36,620,525	39,528,463	42,518,331
General Revenue	18,185,828	20,625,951	23,636,442	24,961,581	26,920,822	28,935,776
Endowment for Chairs	-0-	-0-	-0-	105,000	105,000	105,000
Fees	6,906,771	8,480,685	9,372,990	10,271,792	11,191,489	12,130,862
Vocational Reimbursements	12,777	55,000	40,000	25,000	10,000	-0-
Other Sources	1,775	1,173,565	1,214,640	1,257,152	1,301,152	1,346,693
Total Revenues	26,929,081	30,335,201	34,264,072	36,620,525	39,528,463	42,518,331
Fees to Educational Costs	27.19%	29.79%	29.66%	30.46%	30.76%	31.01%

*FY 86 excludes \$8,512 transfer.

Student Fees Plan

As the state's public liberal arts and sciences institution, Northeast Missouri State University is no longer a strictly regional institution. Moreover, its primary mission of excellence in undergraduate instruction distinguishes the University from the existing public doctoral and land grant institutions.

In her letter of October 10, 1984 to the Committee on Fiscal Affairs, Commissioner Shaila Aery stated that support for institutions was recommended at a general revenue funding level established in prior fiscal years, and further stated:

The current recommendation continues the Board's policy to distinguish between types of institutions according to their role and scope in the system of public higher education. That is, institutional purpose should continue to influence the relationship of income from general revenue, student fees, and other sources of income.

Planned FY 1985 fees as a percent of cost of education in Missouri public institutions ranged from 16.8 percent to 30.0 percent with Northeast at 26 percent. Current percentage recommendations of the Coordinating Board for Higher Education for FY 1987 are: the University of Missouri, 33 percent; regional institutions, 28 percent; four year state colleges 26 percent. Currently, educational costs are determined by subtracting costs of research, public service, and off-campus instruction from the general operating budget.

It is recommended during the four year period from FY 1988 through FY 1991 inclusive Northeast should gradually move to a position between the regional universities and the University of Missouri. Following this pattern, Northeast's fee percentages to education are projected as follows: FY 1987, 28 percent; FY 1988, 28.5 percent; FY 1989, 29 percent; FY 1990, 29.5 percent; FY 1991 and later, 30 percent.

While this recommendation does not address specific fee levels necessary to achieve the foregoing percentages, it does suggest that fees at Northeast might be 7.1 percent greater than regional publics (the relationship of 30 percent versus 28 percent), but should not exceed 30 percent of the fee level at comparable private institutions, after taking into account those institutions' own contributions toward student financial support. These figures suggest that the University would continue to meet the expressed desire of the Coordinating Board and the Legislature to be a select, affordable public liberal arts and sciences institution. The criterion of accessibility—particularly for in-state students—must always be met when setting fees for the University both now and in the future.

Summary Capital Support Implications

A supportive, safe, well-equipped, and well-maintained physical environment is important to the fulfillment of the University's mission. Buildings and their associated facilities, and the surrounding grounds, have the capacity either to aid or hinder students, faculty, and staff in their pursuit of excellence in learning and scholarship. Projected capital needs are basic to providing adequate facilities for the successful accomplishment of the liberal arts and sciences mission of the University. It is highly recommended that by FY 1991, some of the renovation/remodeling/expansion be completed. All should be under way by FY 1991.

Major capital improvements needed to accommodate projected academic needs are:

- **VIOLETTE HALL
REMODELING AND RENOVATION**

Since Violette Hall is one of Northeast's largest classroom buildings, its renovation is needed to respond to deficiencies in instructional facilities caused by shifts in discipline enrollments, the need for specialized space, and numbers of faculty. Beyond maintenance and safety aspects of the project, instructional space and lab-type facilities are insufficient to accommodate projected growth in the sophistication of instruction. Renovation of Violette Hall would immensely improve available teaching facilities and enhance the functions that these facilities currently serve.

- **OPHELIA PARRISH BUILDING
RENOVATION AND ADDITION**

This former demonstration elementary school building provides an available site for addressing long-standing deficiencies in several programs. The need for proper facilities for the visual and theatre arts is emphasized by the University's new mission. Studios and labs presently in use are deficient in almost all cases. Current theatre facilities in Baldwin Hall are characterized by limitations that range from lack of space to inappropriate shop facilities and hazardous ceiling heights. Facility deficiencies of the theatre in particular constrain all aspects of the instructional program and place limits on creativity and cultural growth for students and faculty alike. Renovation and expansion of the Ophelia Parrish Building would provide classrooms for art and drama, a theatre, an art gallery for exhibits, and storage space for theatre production equipment. This renovation, in turn, would vacate space in Baldwin Hall for new instructional needs required by programmatic changes.

- **SCIENCE HALL
RENOVATION (1965 Building) AND EXPANSION**

Additional space will be needed in Science Hall to accommodate increased numbers of science courses taken by all University students as part of the liberal arts and sciences core of the curriculum. In view of the proposed undergraduate curriculum structure, a review of the existing facilities for instructional space configuration indicates that additional space is needed for offices, for classrooms, and for research laboratories. Involvement of undergraduate students in research projects will accentuate the need for individualized research laboratories. Proposed instructional changes in the Science Division are among the most notable on campus and rely on the transformation of available facilities to support the academic structure.

- **GROUNDS IMPROVEMENT**

Additional support is needed for outdoor facilities including athletic facilities, science experimental areas, and landscaping. Repair of buildings, parking and pedestrian improvements, accessibility for the handicapped, and so on, need to be continued. Though not directly supporting academic instruction, funding for these needs emphasizes the fact that living and learning are simultaneous experiences.

Capital Support: Summary Projection

Projected costs for proposed capital improvements are estimated below. For RESEARCH/SCHOLARSHIP AND INSTRUCTIONAL FACILITIES, capital support requirements are anticipated as follows:

PROJECT 1	
Administration/Humanities Building	
Baldwin Hall	
Ophelia Parrish Building	\$ 8,878,000
PROJECT 2	
Violette Hall Renovation	\$ 5,102,100
PROJECT 3	
Barnett Hall and Science Hall	\$ 2,676,240
MISCELLANEOUS PROJECTS	
Nursing, Health and Exercise Science	\$ 646,000
	<u>\$17,302,340</u>

For needed INSTITUTIONAL SUPPORT FACILITIES, capital improvements are expected as follows:

State Funded

- Library funding has been provided
- Computer system revisions (Revisions can be aided by funding of new telecommunications system) \$ 1,270,000
- Support of central computer room should be made by funding repairs to the existing chiller or its replacement 35,000
\$ 1,305,000

Institutionally Funded

The University proposes to support the conversion to the new mission by committing \$10,000,000 over the next five years to those areas for which it has financial responsibility. The funding will be distributed along the following lines:

- To supplement the \$12,000,000 of state funding for the library. \$ 2,000,000
- To restore the Student Union fixture and furnishings. \$ 2,000,000
- To establish a new physical organization within existing residence halls. \$ 4,000,000
- To provide site development by paving parking lots; repairing all campus walks and roads; elimination of old structures, utility lines, and other unsightly areas; and increased facilities for general campus circulation. \$ 2,000,000
\$10,000,000

The projections yield the following combined capital support requirements:

State Capital Support

Sq. Ft. (on campus)	826,000 sq. ft.
Dollars required	\$10,608,000
Cost per Sq. Ft.	\$21.48
Average Cost per Year	\$3,721,000

Institutional Capital Support

Sq. Ft. (on campus)	689,000 sq. ft.
Dollars required	\$10,000,000
Cost per Sq. Ft.	\$14.52
Average Cost per Year	\$2,000,000

Summary Statement on the Generation and Reallocation of Resources

Throughout this document, the goals and data representations have stated implicitly the priorities of the University during the planning period. Resources will be directed toward the enhancement of the stated priorities, with particular emphasis directed toward the following:

1. The Master of Arts in Education program, the Bachelor of Fine Arts, and the traditional liberal arts and sciences programs such as foreign languages, philosophy, and physics.

All existing teacher education programs at both the baccalaureate and graduate levels are being discontinued and replaced by this degree program—the fifth-year professional teacher education course of study. The undergraduate students who are prospective M.A. in Education students will enlarge the enrollment in the liberal arts majors of the University. Recruitment of highly capable students for this program takes on a double purpose. Additionally, viable supervision of the teacher intern and strong commitment at the local school district level are necessary corollaries to a strong academic program. Resources will be directed toward attracting highly qualified students and producing especially well-qualified teachers.

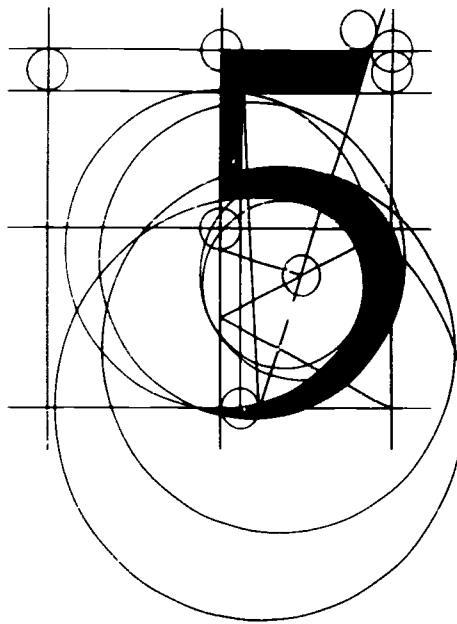
Moreover, at Northeast, students and faculty are members of an intellectual community celebrated for its rigorous commitment to the liberal arts and sciences. Enhancement of the philosophy, foreign languages, and physics programs will be especially stressed. The Bachelor of Fine Arts will give the student with the prerequisite talents and abilities the traditional degree in this area.

2. Faculty scholarship and professional development.

Intellectual discovery and learning are stimulated by teacher-scholars of high caliber. Time, resources, and encouragement of faculty are needed to build a pervasive intellectual environment. A scholarly environment enhances instruction and ensures student growth through intensifying student involvement in the activities of the University. It is also of primary importance in attracting highly qualified faculty to the University.

3. Improvement of the student-faculty ratio.

The lowering of the student-faculty ratio will strengthen the liberal arts and sciences thrust of the University and provide opportunities for improved and increased student-faculty interaction and involvement.



EVALUATION PLAN AND CRITERIA FOR EVALUATION

EVALUATION PLAN

BECAUSE THE CURRENT PLANNING DOCUMENT is complex and covers a five-year time period, the development of appropriate evaluation criteria and procedures is critical. Throughout the document, data displays have been provided that present expected trends in such areas as enrollments, budgets, resources, faculty, and a range of outcomes achievement measures. Northeast is in a particularly strong position with regard to proposed evaluation because many assessment data collection procedures are already in place as part of the Value-Added Assessment program. This means that baseline data for many indicators are already available, and that it will be possible to document the ways in which changes in curriculum, resources, policies, and procedures have had an impact on student growth and development.

At the end of the five-year planning period, it is the University's intention to intensively review all changes made. In particular, the University will subject all curricula to in-depth review in the light of need, quality, resource support and utilization, and congruence with the new mission. It is understood that Northeast Missouri State University will be treated administratively as a new institution by the Missouri Coordinating Board of Higher Education (CBHE). All of its programs will be subject to CBHE review and approval in five years. Moreover, all programs will be reviewed *en masse*. Northeast will provide sufficient review consultants under the direction of the CBHE staff to ensure review action and approval decisions at the programmatic level.

The evaluation criteria will be used to evaluate both at the institutional level and at the individual program level. The evaluation criteria concerning faculty, library, computer services, and physical facilities will also be used at the program level. Each program must meet substantially the review criteria at the end of the five-year period, as determined by the Coordinating Board for Higher Education. Programmatic review is a matter of qualitative and quantitative evaluation. Individual programmatic planning goals contribute to the overall goals and purposes of the University as reflected in the evaluation process. Professional judgment will be applied to determine the merits of each program under review and the quality of their contribution to the mission of the University.

This section presents detailed criteria for reviewing goal attainment for Northeast's five-year plan as a whole. Evaluation criteria are presented for each major goal presented in the document—for incoming students, for graduating students, for curricula, for faculty, for research and scholarship, and for academic support services. The resource dependent criteria were developed under the assumption that all proposed changes in curriculum and support services are fully implemented and that the resources necessary to sustain them—financial, human, and physical—are made available as planned. It is understood that the criteria will be applied within the context of established priorities and of funds obtained by the university within the five-year period.

Criteria for Evaluation: Incoming Undergraduate Students**GOAL I**

TO ATTRACT HIGH-ABILITY STUDENTS IN EACH ACADEMIC DISCIPLINE WHO HAVE DEMONSTRATED THE POTENTIAL TO SUCCEED.

- Are average class rank and ACT test score data for incoming students in each program no more than one standard deviation from the mean of the University average for incoming students?
- Are the average test scores (ACT, SAT, COMP/ACT, and COMP/ACT Writing) and class rank for incoming students comparable to those of identified peer arts and sciences universities?

GOAL II

TO EMPHASIZE RECRUITMENT OF HIGH-ABILITY STUDENTS FROM DIVERSE GEOGRAPHIC, CULTURAL AND SOCIAL BACKGROUNDS, PLACING PRIMARY EMPHASIS ON ATTRACTING AND MAINTAINING A SOLID BASE OF TALENTED MISSOURI STUDENTS.

- Is the incoming student body shifting toward representing the population distribution for the State of Missouri as a whole?
- Does the incoming student body contain adequate representation of minority students?
- Does the incoming student body reflect (as indicated by ACT follow-up studies) the mission of the institution to retain in Missouri students who might have attended college outside the state?

GOAL III

TO RECRUIT AND MAINTAIN A STUDENT POPULATION OF SUFFICIENT NUMBERS IN EACH ACADEMIC DISCIPLINE TO ENSURE INTELLECTUAL INTERACTION.

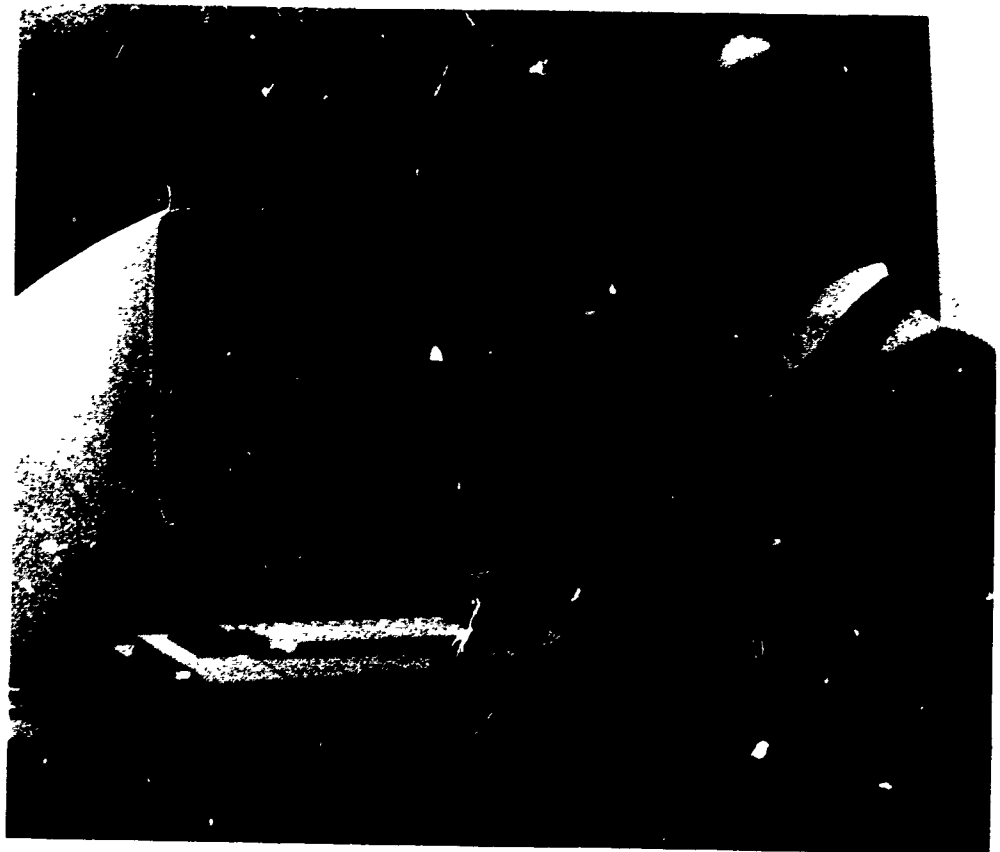
- Are there at least eight new majors for each degree program per year or numbers comparable to those of peer institutions?
- Does each degree program have an active enrollment of at least twenty-five majors or an active enrollment comparable to those in peer institutions?
- Does each degree program have degree productivity comparable to that of peer institutions?

Criteria for Evaluation: Incoming Graduate Students and Professional Education Students

GOAL I

TO RECRUIT HIGH-ABILITY GRADUATE STUDENTS WITH DEMONSTRATED POTENTIAL TO SUCCEED IN RIGOROUS POST-BACCALAUREATE PROGRAMS.

- Is the minimum undergraduate grade-point average for incoming graduate students at least 3.0?
- Has each program developed and adhered to other admissions criteria, such as scores on nationally normed examinations and evidence of professional promise?
- Have students admitted from institutions other than Northeast completed baccalaureate programs of equal quality and content to those completed by Northeast graduates or completed undergraduate coursework to remove deficiencies?



In addition to its challenging undergraduate programs, Northeast offers a select number of graduate programs. A Northeast education prepares students like Darrian Ford ('82) for whatever career they choose.

GOAL II

TO ATTRACT OUTSTANDING GRADUATE STUDENTS WITH BACCALAUREATE DEGREES FROM OTHER INSTITUTIONS OF HIGHER LEARNING, STUDENTS FROM OUTSIDE MISSOURI, AND STUDENTS FROM OTHER COUNTRIES.

- Are there substantial numbers of graduate enrollees who have completed baccalaureate degrees at institutions other than Northeast Missouri State University?
- Do incoming graduate students from outside the state of Missouri comprise a substantial number of graduate enrollments?

GOAL III

TO LIMIT GRADUATE ENROLLMENT TO MODEST BUT ADEQUATE NUMBERS TO ENSURE INTELLECTUAL INTERACTION.

- Do all graduate programs enroll five to ten students each year or numbers comparable to peer institutions?
- Does each degree program have an active enrollment of at least five to ten majors or an active enrollment comparable to those in peer institutions?
- Does each degree program have degree productivity comparable to that of peer institutions?



A graduate student listens to James Dimit, assistant professor of biology, as he explains the significance of data from a lab experiment.

Criteria for Evaluation: Baccalaureate Graduates

GOAL I

TO GRADUATE STUDENTS AT THE BACCALAUREATE LEVEL POSSESSING CONSIDERABLE BREADTH OF LIBERAL LEARNING.

- Have all graduates satisfactorily completed course requirements in the liberal arts and sciences core, and the additional language- or science-based coursework required for the baccalaureate degree?
- Has each student passed the ACT/COMP Writing assessment with a minimum score of 18?
- Do graduating student surveys reflect that students feel they possess qualities such as critical thinking, tolerance for ambiguity, tolerance for diversity, ability to work independently, ability to solve problems, and leadership abilities that are traditionally associated with the liberal arts and sciences?

GOAL II

TO GRADUATE STUDENTS WHO ARE NATIONALLY COMPETITIVE IN THEIR MAJOR FIELDS, AND WHO DEMONSTRATE MASTERY OF THEIR DISCIPLINE'S SUBJECT MATTER AND PROFICIENCY WITH ITS DISTINCTIVE METHODS OF INQUIRY.

- Are the disciplines using local senior tests and national tests (when available and appropriate to the discipline), student and alumni questionnaires, and employment and graduate school information to ensure that graduates are nationally competitive?
- Do reports of graduate schools, professional schools, and employers indicate above average performance by Northeast graduates?

GOAL III

TO GRADUATE STUDENTS WHO POSSESS SELF-ESTEEM, SELF-CONFIDENCE, AND READINESS TO ACCEPT THE CHALLENGES OF ADULT LIFE, SUFFICIENT TO MEET THE REQUIREMENTS OF CHANGE AND PROFESSIONAL/CAREER ADAPTATION, AND TO CONTRIBUTE CONSTRUCTIVELY AND CREATIVELY TO SOCIETY.

- Do graduating student surveys indicate that students possess self-esteem, self-confidence, and other qualities associated with the liberal arts and sciences?
- Do graduates show evidence of adaptability in their employment and career histories on placement surveys and similar studies?
- Do graduates indicate on follow-up surveys that they contribute to their communities and their professions in ways such as volunteer time, receiving peer recognition, and achievement?



Pres. Charles McClain signs an award letter for the new recipients of the Vincent Price Scholarship. Price endowed the theatre scholarship in 1986.

Criteria for Evaluation: Master's Degree Graduates

GOAL I

TO GRADUATE MASTER'S DEGREE STUDENTS WHO POSSESS APPROPRIATE DEPTH OF KNOWLEDGE IN A SPECIFIC DISCIPLINE.

- Have all master's degree graduates undertaken independent research in the discipline as part of regular coursework?
- Have all master's degree graduates completed a thesis or other performance that demonstrates mastery of the literature of the field and knowledge of appropriate research methods?
- Have all master's degree graduates demonstrated depth of knowledge in their specific discipline by passing their comprehensive exams?

GOAL II

TO GRADUATE MASTER'S DEGREE STUDENTS WHO WILL BE QUALIFIED FOR ENTRY INTO DOCTORAL PROGRAMS AT LEADING UNIVERSITIES.

- Are at least one-half of the master's degree graduates who apply to nationally recognized doctoral programs in their disciplines accepted into those programs?
- Do follow-up studies eventually show over a period of 10 to 15 years that at least one-half of the master's degree graduates who are admitted to doctoral programs complete the degree?
- Do attitudinal surveys of master's degree graduates indicate that they believe their coursework prepared them for doctoral study?

GOAL III

TO GRADUATE MASTER'S DEGREE STUDENTS WHO WILL BE ABLE TO PERFORM IN APPROPRIATE PROFESSIONAL AND ACADEMIC POSITIONS.

- Do follow-up studies of master's degree graduates indicate that they are progressing toward positions appropriate to their degree?
- Is there evidence that master's degree graduates are professionally recognized as they make contributions to their fields?

**Criteria for Evaluation:
Graduating Professional Education Students**

Graduates of the professional education program will earn the Master of Arts in Education degree. These students are expected to demonstrate the knowledge, skills, and personal qualities associated with outstanding performance in the profession of teaching. Outcome goals for these students include the following:

GOAL I

TO GRADUATE MASTER OF ARTS IN EDUCATION STUDENTS WHO POSSESS APPROPRIATE DEPTH OF KNOWLEDGE IN A SPECIFIC DISCIPLINE AND IN MASTERY OF TEACHING.

- Have all professional education graduates undertaken independent research in the discipline and in the appropriate courses of the professional educational component as part of regular class work?
- Have all M. A. in Education graduates demonstrated, through their comprehensive examinations, depth of knowledge in their specific discipline and in mastery of teaching?
- Do graduating students demonstrate a high level of proficiency as measured by a nationally normed examination such as the NTE Professional Skills Subtest of the Core Battery or the GRE Education test?

GOAL II

TO GRADUATE MASTER OF ARTS IN EDUCATION STUDENTS WHO WILL BE ABLE TO PERFORM AT THE PROFESSIONAL LEVEL OF MASTER TEACHER.

- Do follow-up studies of M. A. in Education graduates indicate that they are excellent teachers?
- Do follow-up studies of these graduates indicate that they are progressing toward positions appropriate to their education?
- Is there evidence that graduates of the professional education program are recognized for significant contributions to their profession through service, research, further education, and other signs of leadership?

Criteria for Evaluation: Curriculum

GOAL I

TO OFFER A STRONG AND COHESIVE LIBERAL ARTS AND SCIENCES CORE CURRICULUM THAT PROVIDES EACH STUDENT, REGARDLESS OF INTENDED SPECIALIZATION, WITH THE FOUNDATION AND BREADTH OF KNOWLEDGE APPROPRIATE TO A LIBERAL ARTS AND SCIENCES EDUCATION.

- Are courses intended to be part of the liberal arts and sciences core fully in place, adequately staffed, and adequately supported?
- Are liberal arts and sciences core courses periodically reviewed by the disciplines and the Undergraduate Council as to content, structure, and contribution to liberal education outcomes as documented in the Academic Plan?
- Do studies of student course selection in the liberal arts and sciences core reveal that students are receiving a common undergraduate experience that requires writing and oral communications, mathematical application, and other modes of critical thinking?
- Do student evaluations (Graduating Student Questionnaire, Institutional Student Questionnaire, and Alumni Survey) of liberal arts and sciences core courses reflect student recognition of an emphasis on the liberal arts and sciences?
- Has a local test been developed to measure the knowledge and skills gained by the student as a result of the liberal arts and sciences core curriculum?

GOAL II

TO REQUIRE UNDERGRADUATE DISCIPLINARY SPECIALIZATION PROVIDING EACH STUDENT WITH STUDY IN DEPTH WHICH (A) ENSURES THAT THE GRADUATE WILL BE NATIONALLY COMPETITIVE AND WILL EXHIBIT MASTERY OF THE DISCIPLINE, (B) FURTHERS LIBERAL ARTS GOALS INVOLVING THE INTEGRATION OF KNOWLEDGE, AND (C) PREPARES THE GRADUATE FOR ENTRANCE INTO GRADUATE OR PROFESSIONAL STUDY OR INTO POSITIONS OF LEADERSHIP IN THE PROFESSIONS AND IN SOCIETY.

- Are all baccalaureate degree programs clearly and centrally related to the University's mission as the statewide liberal arts and sciences institution?
- Is there a demonstrable need for each baccalaureate degree program in light of the University mission, student demand for the program, and statewide demographic, social, and economic trends?
- Do the syllabi of courses in the major reinforce overall liberal learning goals while meeting generally accepted professional standards in the field?
- Does course sequencing reflect overall liberal learning goals as articulated in the Academic Plan?
- Has there been an increase in the percentage of seniors undertaking a culminating project or capstone experience that allows exhibition of mastery of the discipline?
- Do students indicate on Graduating Student surveys that their major courses contributed to the development of liberal arts and sciences knowledge, skills, and values?
- Has progress been made in creating local senior tests to measure graduating seniors' mastery of skills and knowledge in their respective discipline?
- Is there sufficient evidence to demonstrate that the program benefits from periodic faculty review, administrative support, and efficient utilization of resources?
- Do the undergraduate programs substantially meet the projected goals as outlined in the charts on First-time Freshman Enrollment, Average High School Rank, Average ACT, Transfer Enrollment, and Degrees Granted?

GOAL III

TO OFFER A SELECT NUMBER OF EXCELLENT GRADUATE PROGRAMS THAT (A) GROW NATURALLY OUT OF THE PHILOSOPHY, VALUES, CONTENT, AND DESIRED OUTCOMES OF A LIBERAL ARTS AND SCIENCES INSTITUTION, AND (B) PREPARE STUDENTS FOR ENTRY INTO DOCTORAL PROGRAMS AT LEADING UNIVERSITIES OR FOR EXEMPLARY PROFESSIONAL SERVICE.

- Are the disciplines which offer both undergraduate and graduate programs achieving excellence at the undergraduate level?
- Are uniform graduate-level performance standards being applied in all graduate courses?
- Does the curriculum of each graduate program require a substantial independent research project or other recognized independent performance?
- Are the graduate degree programs clearly and centrally related to the University's mission as the statewide liberal arts and sciences institution?
- Is there a demonstrable need for each graduate degree program in light of the University mission, student demand for the program, and statewide demographic, social, and economic trends?
- Do graduate courses meet generally accepted professional standards in the field?
- Is there sufficient evidence to demonstrate that the program benefits from periodic faculty review, administrative support, and efficient utilization of resources?
- Are the programs substantially meeting their performance goals as they are reflected in the charts on First time Graduate Students, average rank, appropriate graduate test scores (GRE, GMAT, etc.) major headcount, graduate degrees granted?
- Do the graduate programs substantially meet the projected goals as outlined in charts on First-time Graduate Students and Degrees Granted?

GOAL IV

TO OFFER A GRADUATE PROFESSIONAL EDUCATION PROGRAM THAT GROWS NATURALLY OUT OF THE PHILOSOPHY, VALUES, CONTENT, AND DESIRED OUTCOMES OF UNDERGRADUATE LIBERAL ARTS AND SCIENCES EDUCATION TO PREPARE MASTER TEACHERS.

- Are uniform graduate-level performance standards being applied in all courses of the Master of Arts in Education program?
- Does the curriculum of the M.A. in Education program reflect continuing awareness of and contact with schools within and beyond the immediate geographic area?
- Does the curriculum of the master's program in education reflect the evolving education professional?
- Does the internship experience demonstrate that the student in the program performs as an effective teacher as measured by appropriate instruments?

Criteria for Evaluation: Faculty

GOAL I

TO EMPLOY FACULTY MEMBERS HIGHLY QUALIFIED IN THEIR DISCIPLINES, WHO SIMULTANEOUSLY ENDORSE LIBERAL LEARNING AND POSSESS GREAT POTENTIAL FOR TEACHING AND SCHOLARSHIP.

- Does each undergraduate discipline have at least three faculty members with appropriate terminal degrees?
- Does each graduate program have at least five faculty members with appropriate terminal degrees?
- Are new faculty members who possess strong liberal arts and sciences undergraduate backgrounds increasingly recruited?

GOAL II

TO RECRUIT AND RETAIN FACULTY MEMBERS WHO ARE EXEMPLARY IN ACHIEVING SUCCESS IN TEACHING, SCHOLARSHIP, RECOGNIZED RESEARCH, AND INSTITUTIONAL AND PUBLIC SERVICE WITHIN EACH DISCIPLINE.

- Is at least 50 percent of the University faculty actively pursuing research or scholarship each year as indicated by publications, presentations at national meetings, or other creative endeavors?

- Are faculty research and publication goals met as indicated in the academic plan?
- Does each division provide adequate support for faculty development?
- Are faculty members within each discipline involved in University and public service?

GOAL III

TO FOSTER AND ENCOURAGE INTELLECTUAL INTERACTION WITH STUDENTS.

- Has the undergraduate student/faculty ratio at the University attained the academic plan goal of 16:1?
- Does the University support and develop a faculty committed to intellectual interaction with students?
- Do Graduate Student Surveys report significant levels of interaction with faculty outside the classroom?
- Are the goals in the Academic Plan for student participation in scholarship or research met?
- Are faculty members using course evaluations to assess their teaching effectiveness?
- Do the Graduating Student Questionnaire, Institutional Student Survey, and Alumni Survey indicate that students are satisfied with instruction and advising?
- Does the University support and develop a faculty committed to academic advising?

Criteria for Evaluation: Academic Support Resources**GOAL I**

TO PROVIDE LIBRARY ACCESS, SERVICES, AND HOLDINGS THAT SUPPORT FACULTY AND STUDENT SCHOLARSHIP AND RESEARCH.

- Has the acquisition of library materials followed the general liberal arts and sciences goals of the curriculum?
- Are library journal holdings, together with interlibrary loan networks and computer literature searching capabilities, sufficient to support faculty research as indicated by the appropriate accreditation or professional standards of that discipline?
- Do students use the library frequently and evaluate it positively on graduating student surveys?

GOAL II

TO PROVIDE ADEQUATE COMPUTER SUPPORT TO FACULTY AND STUDENTS.

- Are the numbers and distribution of computing facilities sufficient to handle student and faculty demand for computing?
- Do students report satisfaction with their access to computing facilities in student surveys?

GOAL III

TO PROVIDE STUDENT LIFE ACTIVITIES AND CAMPUS ENVIRONMENT THAT COMPLEMENT THE ACADEMIC GOALS OF THE UNIVERSITY.

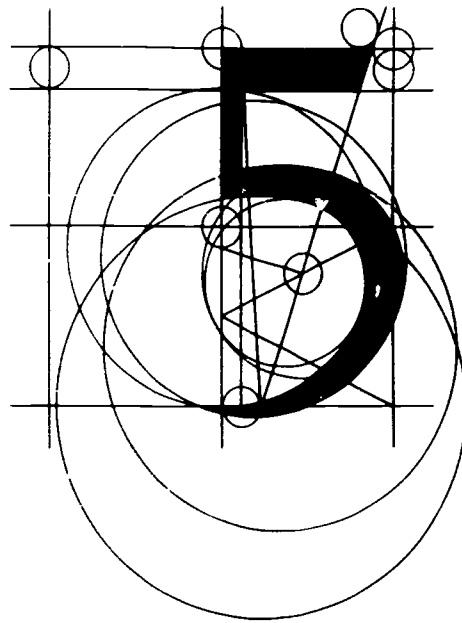
- Do student life activities complement the liberal arts and sciences outcomes as stated in the Academic Plan?
- Do students indicate through surveys that they are satisfied with the University's intellectual and extra-curricular environment?
- Do graduates indicate on follow-up surveys that they benefited from student life activities associated with the liberal arts and sciences in areas such as leadership, confidence, and cooperative behavior?

Evaluation Plan: Conclusion

The criteria described in this evaluation plan are intended to guide an institutional self-study at the end of five years. The criteria grew out of an academic plan which set particular goals and outcomes. The achievement of these goals and outcomes is directly related to the availability and appropriate use of adequate resources—operating budgets, equipment, and facilities. In every case, the criteria reflect the University's mission to serve as the state's liberal arts and sciences university.



Susan Plassmeyer, Sherry Jackson, Karla Ponder and Rick McVeigh, who each earned a cumulative 4.0 GPA, shared valedictorian honors at May, 1986 baccalaureate commencement.



CONCLUSION

THE MISSOURI STATE LIBERAL ARTS AND SCIENCES INSTITUTION

THE LIBERAL ARTS AND SCIENCES comprise a body of knowledge traditionally and historically acknowledged to be important to understanding the human condition. The value of that body of knowledge lies in its contribution to the civility of all humanity. It is composed of those disciplines and academic pursuits that liberate the mind from bonds of ignorance, prejudice, bigotry, and misinformation; that broaden the knowledge of people, institutions, philosophies, and cultures; that deal with the great issues of life; and that are generally recognized as fundamental truths because they build a civilized society and free human beings from prejudice, ignorance, and misunderstanding. Northeast Missouri State University has been given a new mission to pursue and to inculcate this body of knowledge in its students. The University now has the responsibility to define and actualize that mission and has formulated concrete plans to make current dreams become future realities.

The proposed curriculum and university environment will embody the liberal arts and sciences in every facet of its becoming and being. Students, faculty, administration, and staff will be mutually linked by interdisciplinary interests that flow from strong academic programs. Northeast as a liberal arts and sciences university will have an atmosphere, tradition, value system, and philosophy that clearly differentiate it from vocationally-oriented institutions, but that are not inconsistent with effective practice in a profession. The intellectual, social, and cultural environment of the University will instill in students the attributes traditionally associated with a liberally educated person, and which are required for continued learning and leadership in an increasingly complex society.

In sum, John Henry Newman's description in *Idea of a University* is appropriate to Northeast's aspirations.

If then a practical end must be assigned to a university course, I say it is that of training good members of society. Its art is the art of social life, and its end is fitness for the world. It neither confines its views to particular professions on the one hand, nor creates heroes or inspires genius on the other. . . . But a university training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life.

In his address of June 20, 1985, at the signing of HB 196, Governor John H. Ashcroft remarked:

Northeast Missouri State University has received the legislative call to take a unique place among Missouri public institutions of higher education. The plans set forth in this document are directed toward that goal. "[T]he challenge is great; the goal is lofty; but the end is within grasp."

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