ACTION ITEMS:

1. Consideration of Approval of Minutes for:
   - Open Session Meeting of February 28, 2014
   - Open Session Meeting of April 11, 2014

2. Consideration of Conferring of Degrees for Spring 2014 and Summer 2014

3. Consideration of Approval of Incidental Fee Schedule, Effective Fall 2014

4. Consideration of Approval of Online Course Fees, Effective Fall 2014

5. Consideration of Approval of Special Course Fees, Effective Fall 2014

6. Consideration of Approval of Academic Program Changes
   A. New Program – Bachelor of Science in Health Communication
   B. New Program – Bachelor of Science in Health Sciences
   C. New Minor – Communication for Health Professionals

REPORT ITEMS:

1. Report from Outgoing and Incoming Faculty Senate Chairs
2. Report from Outgoing and Incoming Student Government Presidents
4. Center for Strategic and International Studies Trip
   A. Faculty Initiatives
   B. Legislative Initiatives
   C. Federal Project Initiatives

President’s Report

1. Legislative Update

Informational Items

1. CBHE Governing Board Forum – June 4-5, 2014
2. Donald G. and Gloria King LaFerla Hall Ribbon Cutting Ceremony – May 17, 2014
3. Next Board of Regents Meeting – June 26, 2014
4. Missouri Conservationist Article by Don LaFerla
5. St. Louis Chapter Top Ladies of Distinction “Unsung Heroine” Award
ACTION ITEM:
1. Consideration of Motion for “Closed Session for Appropriate Considerations:”
   A. RSMo 610.021.1 -- pertaining to legal actions, causes of action or litigation
   B. RSMo 610.021.3 -- pertaining to the hiring, firing, disciplining or promotion of personnel
   C. RSMo 610.021.13 -- pertaining to personnel records, performance ratings
   D. RSMo 610.021.14 -- pertaining to records which are protected from disclosure by law

ACTION ITEMS:
1. Reconvene Open Session
2. Announcement of Actions Taken in Closed Session
3. Consideration of Motion to Adjourn
Subject to approval by the Board of Regents.

MINUTES OF THE OPEN SESSION
OF THE
SOUTHEAST MISSOURI STATE UNIVERSITY
BOARD OF REGENTS
HELD ON THE
TWENTY-EIGHTH DAY OF FEBRUARY 2014

The Board of Regents for Southeast Missouri State University convened at 10:06 a.m. on Friday, February 28, 2014, in Kem Statuary Hall, Aleen Vogel Wehking Alumni Center, on the campus of Southeast Missouri State University. Regents present were: Mr. Doyle L. Privett, President of the Board of Regents; Mr. Jay B. Knudtson; Mr. Donald G. LaFerla; Mr. Kevin J. Magnan, Student Representative to the Board of Regents; Mr. Thomas M. Meyer; Ms. Kendra Neely-Martin, Vice President of the Board of Regents; and Mr. Daren K. Todd. Also present were: Dr. Kenneth W. Dobbins, President of Southeast Missouri State University; Ms. Kathy Mangels, Board Treasurer; Mr. John Grimm, Legal Counsel; and Mr. Brady L. Barke, Board Secretary. Board President Privett presided.

CONSIDERATION OF APPROVAL OF MINUTES

A motion was made by Regent Meyer and seconded by Regent Knudtson to approve the minutes of the open session meeting of December 18, 2013, as written [Attachment A]. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF FY2015 RESIDENCE LIFE BUDGET AND ROOM & BOARD RATES, BEGINNING FALL SEMESTER 2014

President Dobbins asked Dr. Debbie Below, Vice President for Enrollment Management & Student Success and Dean of Students; Ms. Kathy Mangels, Vice President for Finance & Administration; and Dr. Bruce Skinner, Assistant Vice President for Student Success and Director of Residence Life to present the recommendation to approve the FY2015 Residence Life budget proposal, including room and board rates, beginning Fall semester 2014 [Attachment B].

The average room and board rate increase of 2.97% was approved by the Board for FY2014. This proposal reflects a requested increase of 1.65%.
Three major changes to room rates are proposed for FY2015 including: a room rate for the new residence hall at the River Campus, the conversion of Dearmont Hall from double occupancy to single occupancy, and an increased room rate for the new residence hall and Merick Hall. All other residence hall room rates remain unchanged. The proposed increase in average room rates is 0.5%. This reflects cost to continue including additional costs for staff, student labor, maintenance and repair. Private room rates continue to be 1.5 times the rate of a double room (Attachment 1).

The average increase in board rates is 4.00% as compared with 3.49% last year. The proposed rate increase is consistent with the University’s dining contract with Chartwells, and reflects actual and anticipated inflation in food prices for 2014-2015 as well as an increase in value exchange rates for use by students when using their meal plans in our retail dining venues.

The rationale for the three major changes to room rates follow:

The proposed room rate for the new residence hall at the River Campus, beginning in Fall 2014 is $6,250. This reflects a rate of $250 above the current room rate for most other suite style rooms. The room design in the new residence hall at the River Campus is larger, includes private rooms, and offers more common area space than any other residence hall suites at Southeast. In addition there is onsite dining, a fitness room, and music practice rooms.

Merick and the new residence hall room rates are proposed to increase by $250 for the academic year. These two halls have a high demand from students and have the largest common area and study spaces within the residence hall system. In addition both residence halls have very similar room designs that reflect among the largest student rooms and the greatest level of privacy for students.

Dearmont Hall will be converted from double occupancy rooms to single occupancy rooms beginning in Fall 2014. The rooms sizes in Dearmont, currently an average of 162 square feet, is the smallest for current double occupancy rooms at Southeast and are more than 25% smaller than rooms in our newer residence halls. With this conversion to single occupancy the new room rate for Dearmont Hall, beginning in Fall 2014 would be $5,250. This room rate, for a single occupancy room, is $1,350 higher than the current double occupancy rate of $3,900.

Proposed Residence Life revenue and expenses for FY2015 are given in Attachment 2. Projected expenses are $24,770,371 as compared with $24,011,461 in FY2014. The largest factors in this difference are the changes in debt service expense and room revenue for the new residence hall.
A motion was made by Regent Neely-Martin and seconded by Regent LaFerla to approve the FY2015 Residence Life budget proposal, including room and board rates, beginning fall semester 2014. The motion carried unanimously.

Preservation of Heritage Award

Board President Privett announced that Old Town Cape recently presented the Board of Regents at Southeast Missouri State University with the Preservation of Heritage Award for the Academic Hall Renovations Project. The Preservation of Heritage Award brings special recognition to extraordinary achievements in preserving the heritage of the Old Town Cape community and is not given annually.

CONSIDERATION OF APPROVAL OF SCHEDULE OF MAJOR CAPITAL PROJECTS AND MAINTENANCE AND REPAIR ITEMS FOR FY2015

President Dobbins asked Vice President Mangels to present the recommendation that the Board approve the schedule of major capital projects and maintenance and repair items for FY2015 [Attachment C].

The attached schedule of capital and maintenance and repair projects (Attachment 1) includes projects funded from local, state, federal and bond funding sources. State M&R dollars will be matched with local M&R dollars to complete annual repairs to elevators and the utility infrastructure, fire alarm testing and various parking lot and hardscape repairs.

Approximately $4.5 million of bond funds from the Series 2010 and Series 2013 bonds will be expended in FY2015. The roof and windows in the boiler plant will be replaced, the exterior will be clad and obsolete equipment removed. This will complete the boiler plant upgrades which began with the conversion from coal to natural gas. Replacement of the Kent Library elevator is the final deferred maintenance project from the 2010 bonds and will be completed during Summer 2014. Construction of the new residence hall and academic space at the River Campus will also be complete for the Fall 2014 semester. These costs are funded from proceeds of the Series 2013 bonds.

The first construction project recommended in the 2013 space utilization study, the renovation of two floors in Memorial Hall for a consolidated student academic support center including Math labs and the Writing Center, will be complete for Fall 2014. In addition, approximately $1.2 million will be expended to maintain auxiliary buildings, including the upgrade of the Towers Central Complex HVAC system.
A motion was made by Regent LaFerla and seconded by Regent Meyer to approve the schedule of major capital projects and maintenance and repair items for FY2015. The motion carried unanimously.

**Space Utilization Study**

President Dobbins indicated that a Facilities Space Utilization Ad Hoc Committee will be formed to evaluate and recommend renovation projects and explore ways and methods to accomplish projects outlined in the Space Utilization Plan [Attachment L]. Regent Neely-Martin will serve on the committee, which will be chaired by Vice President Mangels and report to President Dobbins. The committee will provide a report to the Board at a future meeting.

**CONSIDERATION OF APPROVAL OF FEASIBILITY OF MAJOR CAPITAL REPAIRS TO THE SHOW ME CENTER AND AUTHORIZATION FOR ADMINISTRATION TO CONTRACT FOR DESIGN DEVELOPMENT SERVICES**

President Dobbins asked Vice President Mangels to present the recommendation to approve feasibility of major capital repairs to the Show Me Center and authorize administration to contract for design development services [Attachment D].

In Fall 1987, the University opened the Show Me Center. The project was funded through a joint venture between the University and the City of Cape Girardeau, and was designed to accommodate both community and collegiate users. The project cost $13.6 million, with $8.5 million (65%) funded by the state on behalf of the University and the remaining $5 million (35%) by the City of Cape Girardeau. The city issued bonds which were retired from revenues derived from a city restaurant and motel tax.

While the facility is home to Southeast’s Division I men and women’s basketball programs, it hosts a variety of university, private and entertainment events every year. As illustrated in Attachment 1, almost one million individuals have attended events at the Show Me Center in the past five years, ranging from the University’s commencement program, to music concerts, high school and collegiate athletic events and private banquets. Based on attendance for this period, attendance has been 67% at entertainment/public/private events and 33% at athletic or university events.

While the University has completed some upgrades to the facility since its opening, including the addition of the east exterior ticket booth and the stair and patio area on the north side of the building, the majority of the original components remain in the building and are past their useful life. Show Me Center management and Facilities Management staff have identified and prioritized the major capital projects that need to
be completed to maintain the facility as a usable multi-purpose venue. These projects are outlined in Attachment 2.

The top priorities include replacement of the lower level retractable seating, which is original to the building and over 27 years old. The typical life for this seating is 10 to 12 years. The support structure and decking welds have started to fail and the manufacturer no longer makes the seating style we have, so replacement pieces are not available.

The center hung scoreboard is also original to the building. The system is based on incandescent bulb technology which is not energy efficient and replacement parts are no longer available for the system. The control computer for the scoreboard failed previously and the University’s Information Technology department wrote software to make an IBM computer compatible so the board could still function. In order to be on par with over OVC schools it is recommended we consider replacing with a system that has video capabilities.

The roof is 22 years old and deterioration is allowing water under the roofing membrane, with the most damage occurring on the south side of the building. Most of the northern parking lots are original asphalt paving, and much of the binder material is gone and loose aggregate remains. The current condition leads to vehicle damage and trip/fall hazards for pedestrians.

Many of the other major infrastructure components are original to the building and obsolete in terms of functionality and ability to find replacement parts including the sound system, interior and exterior lighting and the elevator.

The preliminary cost estimate of the projects outlined in Attachment 2 is $7.44 million. Architectural and engineering services need to be procured to complete design development and refine cost estimates. In addition, because of the year-round activity in the building a construction schedule needs to be developed that will allow multiple projects to be completed while the arena is taken off line. Regent Meyer also requested that the feasibility of addressing locker room needs be considered. This information would be brought back to the Board for their consideration at a future meeting.

A motion was made by Regent Meyer and seconded by Regent Knudtson to approve feasibility of major capital repairs to the Show Me Center and authorize administration to contract for design development services. The motion carried unanimously.
CONSIDERATION OF APPROVAL OF FEASIBILITY OF CREATIVE LABS INCUBATOR AT 612/616 BROADWAY AND AUTHORIZATION FOR ADMINISTRATION TO CONTRACT FOR DESIGN DEVELOPMENT SERVICES

President Dobbins asked Vice President Mangels and Dr. James Stapleton, Associate Professor of Management and Executive Director of the Douglas C. Greene Center for Innovation and Entrepreneurship, to present the recommendation to approve feasibility of creative labs incubator at 612/616 Broadway and authorize administration to contract for design development services [Attachment B].

In September 2013, the Southeast Missouri University Foundation purchased property at 612/616 Broadway, at the request of the University, for the development of a student focused incubator. The Creative Labs and Industries Incubator would be a business education laboratory that provides students from all majors an opportunity to lead or participate in the creation, development, and sale of innovative product and service concepts in the context of startup businesses.

This unique experiential learning program cultivates creativity, innovation, and entrepreneurship by connecting interdisciplinary teams of students, faculty, and practitioners in a rich array of courses, collaborative projects and competitions, and a physical and virtual marketplace that immerses students into entrepreneurship (belief system) and entrepreneurship (the process).

Schematic design was completed in early Fall 2013 based on the input of faculty and student advisory groups from a variety of disciplines across campus. The preliminary cost estimate of the project outlined in Attachment 1 is $1.54 million. This includes the purchase of the building, structural renovations and interior renovations needed to meet objectives of the program, and furniture, fixtures and equipment. Private donations and grant funds have already been secured to fund 80% of the estimated cost. Applications have been submitted for additional grant opportunities and discussions continue with potential private business partners.

Architectural and engineering services need to be procured to complete design development and refine cost estimates. A tentative timeline would have design development and a final funding plan presented to the Board prior to the end of the current fiscal year, with student product and service development occurring in Fall 2014, along with building renovation. A soft launch of the incubator would occur during Spring 2015, with the facility at full operation by Summer 2015.

No construction would occur until a final design and funding plan were approved by the Board of Regents.
A motion was made by Regent Todd and seconded by Regent Knudtson to approve feasibility of a creative labs incubator at 612/616 Broadway and authorize administration to contract for design development services. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF GRADUATE INCIDENTAL FEE RATE FOR NATIONAL EDUCATION ASSOCIATION MEMBERS, EFFECTIVE SUMMER 2014 SEMESTER

President Dobbins asked Vice President Mangels to present the recommendation that the Board approve an incidental fee rate equal to 95% of the in-state graduate incidental fee for all students who are current members of the National Education Association and enrolled in online Education graduate programs, effective Summer 2014 semester [Attachment F].

The National Education Association (NEA) is the nation's largest professional employee organization, with over 3.2 million members world-wide that work at every level of education—from pre-school to university graduate programs. The NEA recently issued a request for partnership to partner with one or more universities to provide Masters of Education and Ph.D./Ed.D. online degree programs for its members through the NEA Academy. Southeast's College of Education was accepted as one of 4 university programs to partner with NEA to offer graduate education curriculum.

One requirement of the program was a pricing advantage for NEA members. The Board approved an incidental fee rate equal to the graduate in-state rate for all current NEA members enrolling in a Southeast online graduate education program at their December 18, 2013 meeting. The NEA had asked in their RFP for a 10% reduction of in-state incidental fees for their members, which Southeast did not originally propose because of our affordability without a discount. NEA had misinterpreted our response when evaluating proposals, but wanted to work out an arrangement to still partner with Southeast.

A 5% discount on the current in-state graduate incidental fee rate is a savings of $12.72 per credit hour for the student. Southeast would still recognize net revenue of $229.51 (based on 2013-14 incidental fee rates) per credit hour for every new NEA member that enrolls in an online graduate program. These students would still pay the $31.20 per credit hour general fee and $12.50 per credit hour on-line course fee, which are intended to assist in funding the technology infrastructure required for on-line instruction.

This incidental fee rate would be effective with enrollments for the summer 2014 semester.
A motion was made by Regent Neely-Martin and seconded by Regent LaFerla to approve the recommendation to approve an incidental fee rate equal to 95% of the in-state graduate incidental fee for all students who are current members of the National Education Association and enrolled in online Education graduate programs, effective Summer 2014 semester. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF CONSENT AGENDA ITEM

The following item was presented as a consent agenda item:

- Consideration of Approval of Academic Program Changes [Attachment G]
  - Program Title Change – BS Medical Technology to BS Medical Laboratory Science

A motion was made by Regent Meyer and seconded by Regent Knudtson to approve the consent agenda item as listed above. The motion carried unanimously.

PRESIDENT’S REPORT

Thank You Email Received by President Dobbins

President Dobbins shared a thank you email he had recently received [Exhibit A]. The email was written by a university administrator at another institution and described a situation in which several University staff members assisted his nephew who was having a difficult time adjusting to life on campus at Southeast. President Dobbins indicated the email illustrates how much our faculty and staff truly care about the students and it is an example of things that happen on campus every day.

St. Louis Initiatives

Members of the Board were provided with an excerpt from the Scouting Investment Catalog [Attachment N]. The catalog, which featured many top executives in the St. Louis region, also highlighted President Dobbins as membership chairman. This provides great exposure for the University in the St. Louis area.

Additional Report Items

Members of the Board were provided with the following report items:

- President Dobbins’ Testimony to the House Appropriations Committee [Attachment H];
- President Dobbins’ Testimony to the Senate Appropriations Committee [Attachment I];
• Progress Report on Contracts and Facilities Management Projects [Attachment K]; and
• Spring 2014 Fourth Week Census Report [Attachment M].

CONSIDERATION OF MOTION TO RECESS THE OPEN SESSION AND CONVENE THE CLOSED SESSION

A motion was made by Regent Meyer and seconded by Regent Neely-Martin to recess the open session and convene the closed session for consideration of items pertaining to the following:

A. RSMo 610.021.1 – legal actions, causes of action or litigation;
B. RSMo 610.021.3 – hiring, firing, disciplining or promotion of personnel;
C. RSMo 610.021.13 – personnel records, performance ratings; and
D. RSMo 610.021.14 – records which are protected from disclosure by law.

The motion carried unanimously.

The meeting recessed at 11:45 a.m.

The meeting reconvened at 12:14 p.m.

CONSIDERATION OF MOTION TO RECESS THE OPEN SESSION

A motion was made by Regent Meyer and seconded by Regent Neely-Martin to recess the open session for lunch. The motion carried unanimously.

The meeting recessed at 12:15 p.m.

The meeting reconvened at 12:50 p.m. Members of the Southeast Missouri University Foundation Board of Directors joined the meeting.

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION

Board President Privett announced that routine faculty and non-faculty personnel actions were approved during the closed session.
REPORT ON HIGHER EDUCATION CURRENT EVENTS TOPIC

President Dobbins asked Vice President Below to lead a discussion on enrollment management and retention [Exhibit B]. Vice President Below discussed the need for continued enrollment growth, shared future enrollment projections, and emphasized the importance of retention and graduation.

FACULTY INITIATIVE – CAREER PLANNING AND PLACEMENT

Ms. Michele Tapp, Director of Academic Advising and Career Services, provided a presentation regarding the role of the Office of Career Services and the benefits it provides to students [Exhibit C]. She also discussed RedConnect, an electronic employment database designed to connect students and alumni with employers.

CONSIDERATION OF MOTION TO ADJOURN

A motion was made by Regent LaFerla and seconded by Regent Neely-Martin to adjourn the meeting. The motion carried unanimously.

The meeting adjourned at 1:46 p.m.

Brady L. Barke
Board of Regents’ Secretary

APPROVED:

Doyle L. Privett, President
Board of Regents
Southeast Missouri State University
Subject to approval by the Board of Regents.

MINUTES OF THE OPEN SESSION
OF THE
SOUTHEAST MISSOURI STATE UNIVERSITY
BOARD OF REGENTS
HELD ON THE
ELEVENTH DAY OF APRIL 2014

The Board of Regents for Southeast Missouri State University convened via teleconference at 8:33 a.m. on Friday, April 11, 2014, in the President’s Office, Academic Hall, on the campus of Southeast Missouri State University. Regents present were: Mr. Doyle L. Privett, President of the Board of Regents; Mr. Jay B. Knudtson; Mr. Donald G. LaFerla; Mr. Kevin J. Magnan, Student Representative to the Board of Regents; Mr. Thomas M. Meyer; Ms. Kendra Neely-Martin, Vice President of the Board of Regents; and Mr. Daren K. Todd. Also present were: Dr. Kenneth W. Dobbins, President of Southeast Missouri State University and Mr. Brady L. Barke, Board Secretary. Board President Privett presided.

CONSIDERATION OF APPROVAL OF AWARDING EXTERNAL AUDITING AND TAX PREPARATION SERVICES

President Dobbins asked Ms. Kathy Mangels, Vice President for Finance & Administration, to present the recommendation the Board approve the appointment of RubinBrown, LLP, as the external auditor of the University, effective for the fiscal year ending June 30, 2014, with four optional annual renewal periods [Attachment A].

The University issued Request for Proposal 5676 on January 28, 2014 for University auditing services. Three proposals were received in response to the RFP from BKD, LLP of St. Louis, Missouri, CliftonLarsonAllen, LLP of St. Louis, Missouri and RubinBrown, LLP of St. Louis, Missouri. RubinBrown LLP has provided auditing services for the past five fiscal years.

The proposals were evaluated based on cost, experience and reliability of organization, expertise of personnel, and method of performance. Attachment 1 outlines the fees proposed by each firm. The fees were evaluated based on total cost for the first three years of the contract. Each firm was required to bid their maximum percentage increase to the base year fee for the first two renewal periods. While CliftonLarsonAllen, LLP proposed the lowest total fees and expenses, their references indicated concerns with
meeting timelines and the proposed audit team does not have experience with completing NCAA agreed upon procedures.

Based on cost and subjective evaluation, it is the determination that RubinBrown, LLP provided the best and lowest proposal. Their base fee and expenses for the FY14 audit would be $110,500 (based on two major A-133 programs in addition to student financial aid), which is a 9% decrease from the FY13 audit cost of $121,178.

A motion was made by Regent Meyer and seconded by Regent LaFerla to approve the appointment of RubinBrown, LLP, as the external auditor of the University, effective for the fiscal year ending June 30, 2014, with four optional annual renewal periods. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF RESOLUTIONS OF HONOR FOR RETIREES

President Dobbins presented the recommendation that the Board approve the Resolutions of Honor, and Emeritus status for those listed in bold type, for the listed faculty and staff members who are retiring or have retired from Southeast Missouri State University [Attachment B].

A motion was made by Regent Knudtson and seconded by Regent Neely-Martin to approve the Resolutions of Honor, and Emeritus status for those listed in bold type, for the listed faculty and staff members who are retiring or have retired from Southeast Missouri State University. The motion carried unanimously.

CONSIDERATION OF MOTION TO ADJOURN

A motion was made by Regent LaFerla and seconded by Regent Meyer to adjourn the meeting. The motion carried unanimously.

The meeting adjourned at 8:53 a.m.

Brady L. Barke
Board of Regents’ Secretary

APPROVED:

Doyle L. Privett, President
Board of Regents
Southeast Missouri State University
BOARD OF REGENTS
MOTION CONSIDERATION FORM

May 6, 2014
Open Session

I. Motion to be Considered:

Approve the conferring of degrees upon the candidates for Spring 2014 and Summer 2014. Graduation pending final verification of their completion of degree requirements.

II. Background:

The Missouri statutes empower the Board of Regents of each state college and university to confer degrees.

Recommended By:  
Student Government  
Faculty Senate  
Administrative Council  
VP, Adm. & Enroll. Man.  
VP, Business & Finance  
VP, University Advancement

Chairperson  
Dean  
Academic Council  
Provost  
President

Board Action on:  
Motion By:  
Second By:  
Vote:  Yeas:  Nays:  
Postpone:  
Amend:  
Disapprove:  
Approve:  
Secretary:
Southeast Missouri State University  
Office of the Registrar
Candidates for Graduation
May 17, 2014

Harrison College of Business

BACHELOR OF SCIENCE
Bessie K. Conner  
Drew B. Bungard  
Alexander V. Kanchev  
Nick K. Maddock  
Ally A. Melvin

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
Joseph G. Babich  
Alex M. Bader  
Justin D. Bader  
Corey L. Baker  
Christina N. Barnes  
Zachary T. Beys  
Kelly J. Bean  
Michael R. Becker  
Alexander J. Benjamin  
Zachary W. Bezy  
Jason A. Billmeyer  
Michael H. Billy  
Jason D. Blum  
Kristina L. Brendle  
Hunter A. Bruce  
Sarah M. Bushchost  
Michelle R. Byer  
Matthew T. Catheral  
Zeming Chen  
Cody J. Comte

Katherine N. Harbison  
Jaycee L. Haus  
Justin M. Hawkins  
Ai He  
Chasly S. Hill  
Unique S. Hooks  
Rafael Y. Ikeda  
Aya Ishihara  
Joshua L. James  
William W. Jobs, Jr.  
Taylor P. Johnston  
Callie A. Karstens  
Rebekah M. Kell  
Laura S. Keller  
Nashira R. King  
Jacqueline J. Koch  
Jia Kong  
Wade T. Kraenzel  
Diane E. Langenfeld  
Jonathan D. Lehmann  
Allison N. Litekken  
Owen S. Lloyd  
Alan D. Long  
Chris A. Luebbers  
Ryan Ludes  
Nick K. Maddock  
Atmaya Gaithota  
Andrew T. Martin  
Jonathon M. Mason  
Davin M. Metton

Casaundra D. Miller  
Samantha M. Milliano  
April L. Mininger  
Thu Y. Nguyen  
Peter M. Niggemann  
Mary K. O'Connell  
Hank R. Oo  
Tiffany M. Phillips  
Dylan A. Plummer  
Danielle M. Powers  
Bobby L. Printer III  
Shannon J. Rez  
Yolanda Redd  
Kelli P. Reno  
Allen D. Rice  
Jessia L. Roth  
Erika L. Russell  
Brooke N. Sanders  
Deborah N. Sanders  
Callin L. Schamburg  
Conrad A. Schmid  
Andrew J. Schultz  
Stacy L. Schutte  
Nicole M. Simon  
Mark J. Stegmeier  
Ryan J. Stoll  
Matthew A. Studie  
Mallisho M. Teghighi  
Qinan Tang

Daniel S. Tiner  
Rui Tong  
Kelly D. Trapp  
Haley D. Turner  
Shawna K. Valleroy  
Eric M. Vinyard  
Hannah L. Vinyard  
Jacob R. Vessen  
Robert D. Wake, Jr.  
Kalan T. Walker  
Paulie Vester Walker  
Chao Yi Wang  
Jialin Wang  
Yingna Wang  
Aaron B. Wellar  
Tammy J. Wickware  
Alexander J. Willey  
Kelsey Wilson  
Lu Yan  
Zirui Yang  
Colleen A. Ybarber  
Adeline L. Yates  
Fei Zhao  
Na Zhao

BACHELOR OF SCIENCE IN EDUCATION
Jonathon R. Bedenikovic  
Casey L. Staffan

College of Education

BACHELOR OF SCIENCE IN EDUCATION
Angela D. Alford  
Beverly J. Alton  
Rebecca L. Beal  
Cheryl B. Beckerle  
Michelle R. Bell  
Jacob T. Bellow  
Skyler D. Bollingar  
Elizabeth A. Boyer  
Jonii L. Brooke  
Kelli M. Brown  
Lucas J. Brown  
Clairinda M. Buechler  
Paige M. Burgess  
Lauren M. Burnmester  
Marc T. Burrell  
Courtney R. Conell  
Edward M. Connell III  
Johnna L. Cotton  
Lara D. Cox  
Miranda J. Cruz

Rebecca D. Cunningham  
Emily K. Dean  
April L. DeBerry  
Erin E. Deppe  
Amy D. Dier  
Wayne J. Dierker  
Morgan N. Drury  
Torey L. Elder  
Alicia R. Glenn  
Lauren N. Gorham  
Amanda Graven  
Chermakdous J. Harbert  
Karent H. Harris  
Perry C. Hazelwood IV  
Ashley D. Hodel  
Shirley M. Holsten  
Aaron M. Horrell  
Marsha R. Howard  
Kayla A. Janvis  
Samantha Joast  
Jennifer M. Justus  
Kelsey R. Kertz

Shelby R. Kight  
Jenna S. Kimminau  
Allen A. Kichner  
Carissee R. Hilypiel  
Jennifer E. Kraus  
Jasmin L. Liggett  
Lauren M. Litton  
Tonya A. Loafman  
Bradley M. Mahurin  
Stormy M. Maruhrin  
Kristen D. Martin  
Sharpe J. McAllister  
Kristin M. McCain  
Lynn M. McKulin  
Bethany R. Miesner  
Jenna R. Millikan  
Karina D. Monroe  
Kristen L. Myers  
Miranda D. Nicon  
Laurel M. Nuenerberger  
Alyssa R. Olker  
Cassie J. Parks

Amber D. Pennington  
Audrey L. Peters  
Lauren A. Polk  
Kelsey R. Powers  
Heather A. Richard  
Craig L. Robinson  
Hannah M. Rogers  
Megan R. Roth  
Erin M. Rumping  
Margaret E. Sauer  
Chelsea L. Schaef  
Hannah M. Schell  
Sarah E. Schutte  
Laura C. Scott  
Alesha M. Sikes  
Brittany P. Simpson  
Gretchen E. Smith  
Tessa E. Smith  
Jaimie D. Sommer  
Danielle R. Staple  
Madalyn M. Stichnot  
Danielle A. Stone

Kelley R. Sullivan  
Ramsey Sutter  
Brooke W. Taylor  
Jessica M. Tiddy  
Jennifer W. Ulick  
Catherine M. Vann  
Joey D. Vaughn  
Samantha A. Voepel  
Kayla E. Waller  
Hannah C. Ward  
Carissa A. Wheeler  
Mary W. Wilborn  
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### BACHELOR OF SCIENCE IN EDUCATION

| Jacob E. Donze                   | Ethan Z. Huckleby         | Justine M. Hulck          |
| Shonna M. Jones                  | John R. McLain            | Theresa N. Myers          |
| Richard J. Nixon, Jr.           | Paige E. Palmer           | Justine M. Pratt          |
| Barry J. Proctor                 | Walter C. Ruester         | Courtney M. Stefani       |
| Jerry C. Willette                | Davis S. Wright           |
| Brett A. Robinson                | Shonna M. Jones            | Shonna M. Jones            |
| Shonna M. Jones                  | John R. McLain            | Theresa N. Myers          |
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| Barry J. Proctor                 | Walter C. Ruester         | Courtney M. Stefani       |
| Jerry C. Willette                | Davis S. Wright           | Brett A. Robinson         |
| Nicole D. Schnabel               | Shonna M. Jones            | Shonna M. Jones            |
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| Kathyrn R. Seileiniek            | Kimberly T. Short         | Melanie L. Sides          |
| Kimbery T. Short                 | Shonna M. Jones            | Theresa N. Myers          |
| Michael A. Sneath                | Matthew W. Silom           | Shonna M. Jones            |
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Jafar K. Alnafifi
Steffie B. Allerslev
Abdulaziz A. Almahmoud
Varian Chin
Christopher M. Deeken
Brian D. Diercks *
Xiaomeng Fan
David L. Fitzgerald
Christopher M. Fleming
James W. Gieselmann, Jr. *
Annette L. Goed
Merlin E. Hanson, Jr. *
Lu He *
Alícia L. Hotop
Kateryna Ignatenko
Joshua B. Jackson
Megan N. Johnson
Robert B. Joy
Kathleen M. Levy
Sarah E. Lichtenegger
Thibault Morillon
Md Amnul Nehid
Glen J. Ozanowski II
Jakob Rulik *
Viktor Ragulin
John R. Schmelzer *
Sajal Shrestha
Sonya R. Thurman *
Stephen J. Thurman *
Rolando Vazquez *
Nicholas J. Vecliarella
Curtis R. Westpfahl *
Hairuo Yang
Richard F. Zum Mallen

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Korey A. Byers *
Kelly D. Carstens *
Susan N. Flieg *
Emily L. Garner
William A. Gibson
Ryan N. Hopfeld
Benjamin J. Kist
Gerald P. Landewe
Anika H. Min
William C. Roberts
Christa F. Wisniewski *

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Chelsea A. Calle
Kasey Fraser-Smith
Amber M. Moyers
Allen M. Seabough *
Anthony L. Wunderlich

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Tejasree Akula
Salman A. Alaid
Mamri A. Aliashed
Maher Amer
Sal Prathul Reddy Bandi
Sathiya Babu Reddy Bethula
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Shannon R. Cavender
Chitralaksha Chakraborty
Patricia A. Colon
Anchal Dinri
Bryan W. Drilling
Orphée Engonga Ondo
Alexis Ivan Gallán Henriquès
Jessica D. Grenard
Surya Uday V. Gunisetty
Wade B. Hulson
Madihri Inturu
Mohammad T. Islam
Theekshana K. Jayakody
Frances Johnson
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Mehtabbeen Shahnaz Khan
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Rusty L. Miller
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Palak Mahendrakumar Patel *
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DeAndre M. Prater
Mohammad A. Rahman
Md Tasrif Rezwan
Ashley J. Roney
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Jeffrey C. Schmidt *
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Matthew L. Stewart
Leann K. Stinson *
Majid Mustagam Syed Abdul *
Martin E. Telleria
Kathryn L. Tucker *
Jenna S. Vandel *
Jennifer S. Vasquez
Ashley M. Vaught *
Sara J. Vise
Michele L. Walker
Hui Zhao

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Melinda D. Dugal
Rebekah C. Graham
Regine E. Politte
Tara R. Wadlow
Jessica E. Wills

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Kimberly M. Chronister *
Michelle L. Concho *
Joshua B. Crowell *
Jodi A. Glidewell *
Crystal R. Hartzog *
Rick A. Haynes *
Jennifer L. Hofbeck *
Laura A. Huff *

* 4.0 GPA

Alecia A. Jordan *
Ashley N. Lange *
Elizabeth J. Martin *
Brent M. Frankler *
Shanna L. Turner *
Shanna L. Wilson *
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<td>Alyssa G. Wilks</td>
</tr>
<tr>
<td>Davis S. Wright</td>
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<tr>
<td>Lu Yan</td>
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<td>Haley D. Turner</td>
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<td>Laura Van Booven</td>
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<td>Tanay L. Vang</td>
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<td>Sarah E. Vosken</td>
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<tr>
<td>John S. Wanner</td>
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<td>Kylie P. Watts</td>
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<td>Joshua L. Weston</td>
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<tr>
<td>Addison W. Wolz</td>
</tr>
<tr>
<td>Zachary R. Young</td>
</tr>
</tbody>
</table>
Summa Cum Laude - Baccalaureate students who achieve a cumulative grade point average of 3.9 or better.

Jason D. Blum
Lindsey R. Brinkmann
Carline D. Buchanan
Benjamin P. Cahill
Laurie L. Cannon
Brian Christmas
Meghan E. Davis
April L. DeBerry
Emily K. Dillner
Haley N. Dolosic
Benjamin M. Dorris
Chris P. Dzurick
Chelsea B. Edwards
Dorothy Ellison
Kyrie N. Ettinger

Grant J. Eudy
Gregory D. Felock
Megan N. Fosnow
Justin J. Frische
Kotomi Hafuka
Pearline Hampton
Katherine S. Hansen
Samuel D. Harris
Linda C. Harri
Michael O. Hessell
Kelci J. Hoff Euler
Brittney N. Hooker
Justine M. Hulshof
Jill C. Irvin
Callie A. Kertens

Wade T. Krenzle
Jeci E. Lake
Mollie M. Laramore
Byron T. Lee
Andrew D. Lerch
Nick K. Maddock
Alissa L. Mahnken
Brandi R. Malick
Jonathan M. Mason
Lydia M. Matheny
John R. McLain
Devin M. Melton
Ryan A. Meyer
Bethany R. Miesner
Adam J. Northcut

Laurel M. Nuemberger
Alyssa R. Oltker
Paige E. Palmer
Nathan E. Pfitz
Kimberly J. Pickert
Megan R. Roth
Caillen L. Schamburg
Benjamin C. Schrem
Stacy L. Schutte
Miriam A. Snider
Jaimie D. Sommers
Ryan J. Stoll
Chelsey L. Stroder
Wenting Tang
Brooke W. Taylor

Anastasia M. Thelsen
Amanda J. Thiele
Josh S. Toochrop
Matthew R. Toochrop
Jennifer W. Urick
Zachary S. Urick
Joey D. Vaughn
Katelyn M. Ward
Travis S. Welter
Mark A. Zisser
Courtney D. Zurflu

Honors Scholars - Baccalaureate students participating in the Jane Stephens Honors Program who maintain a minimum grade point average of 3.25, complete a total of 24 hours of honors course work, and complete a senior project.

Pamela E. Avila
Hannah M. Barr
Patrick M. Bunet
Brian Christmas
Jami L. Conley
JoEllen D. Crain
Candice E. Cramer
Haley N. Dolosic
Alicia N. Dunn
Alexandra D. Frisby
Miranda L. Graves
Brooke A. Grubb
Katherine S. Hansen
Samuel D. Harris
Andrea C. Heston
Stephanie K. Howard
Kieran J. Ivison
Callie A. Kerstens

Mollie M. Laramore
Ashleigh L. Lawson
Quanquan Li
Alan D. Long
Qing Ma
Nick K. Maddock
Lydia M. Matheny
Leahy A. Mathis
Ally A. Melvin

Kall M. Myers
Adam J. Northcut
Audra L. Novak
Tiffany L. Reichenbacher
Clarissa Z. Riddle
Venkat K. Rishi
Emily A. Rich
Miriam A. Snider
Qiunan Tang

Brett J. Tebbe
Josh S. Toochrop
Matthew R. Toochrop
Haley D. Turner
Ellen C. Vasquez
Sarah E. Vose
Addison W. Wolf

Academic Distinction in the Department of Major - Baccalaureate degree students who have earned a 3.0 grade point average overall, a 3.25 grade point average in the major, and have completed a special project.

Brian Christmas - Biology
Chris P. Dzurick - Management and Marketing
Katherine S. Hansen - Biology
Lindsey S. Lotz - History

Rachel M. Moore - Human Environmental Studies
Justin M. Pratt - Chemistry
Ryan J. Stoll - Accounting
Addison W. Wolf - Biology

Phi Eta Sigma

Phi Eta Sigma is an interdisciplinary national academic honor society which recognizes the accomplishments of first-year students in all fields of study. Phi Eta Sigma is the oldest and largest freshman honor society in the United States. It was founded in 1923 and currently has over 300 chapters.

Members of Phi Eta Sigma achieved a grade point average of 3.5 or better during the first or two semesters of their freshman year at Southeast Missouri State University.

Corey L. Baker
Hannah M. Barr
Amanda M. Best
Lauren N. Bethel
Michael H. Billy
Jaclyn J. Birks
Jason D. Blum
Elizabeth A. Boyer
Alicia A. Brochu-Melton
Jacob A. Buckenmeyer VI
Sarah M. Buschjost
Riley A. Camp
Jami L. Conley
JoEllen D. Crain
Jessica L. Dealton
Elizabeth E. DeBose
Wayne J. Decker
Emily K. Dillner
Allison B. Dobogne
Kristan B. Dohogne
Alicia N. Dunn
Breyanne L. Edgar
Chelsea B. Edwards
Kyle N. Ettinger
Melia J. Fall
Kasey Fraser-Smith
Justin J. Frische
Katie M. Frische
Ronen A. Fujita
Kassie L. Genery
Laura E. Goelling
Lauren N. Gorham
Amanda Graven
Jessica D. Grenard
Charmiqua J. Harbert
Katherine N. Harbison
Lindsey L. Herzog
Lindsey L. Hetslimer
Andrea L. Hosto
Alicia L. Hotop
Donnelle N. Howell
Diksha M. Jadhavisk

Marc P. Jannin
William W. Jeiks, Jr.
Kelsey N. Job
Thomas J. Jung
Daisy K. Keene
Carissa R. Klipfel
Krista A. Krebsbach
Ashleigh L. Lawson
Stella C. Lee
Leigham M. Leyzerle
Christina L. Lifritz
Hailey L. Lowery
Qing Ma
Istworo Marahatta
Leahy A. Mathis
Aliya M. Matthew
Benjamin D. Mills
Kali M. Myers
Kyle D. Nealy
Alyssa R. Oltker
Jodi S. Palisch
Cory L. Parks

Rebecca E. Peterson
Whitney D. Patterson
Rachel L. Peck
Jennifer N. Pennington
Leah E. Powers
Claire Z. Richno
Jessie L. Roth
Emily A. Ruch
Alyssa C. Ruop
Sierra J. Russow
Rachel N. Sauceda
Caillen L. Schamburg
Qing Ma
Istworo Marahatta
Leahy A. Mathis
Aliya M. Matthew
Benjamin D. Mills
Kali M. Myers
Kyle D. Nealy
Alyssa R. Oltker
Jodi S. Palisch
Cory L. Parks

Renelle L. Theard
Anastasia M. Thelsen
Sarah D. Thomas
Sonya R. Thurman
Jessica M. Tiddy
Daniel S. Tiner
Matthew T. Tompkins
Haley D. Turner
Eric M. Vinyard
Carrin M. Walker
John S. Wanner
Hannah C. Ward
Jessica L. Welker
Austen T. Wendt
Michael T. Wertz
Audrey N. Westrich
Melanie L. Winters
Christa F. Wisniewski
Omicron Delta Kappa

The Omicron Delta Kappa Society is a national leadership honor society for college students, faculty, staff, administrators, and alumni that recognizes and encourages superior scholarship, leadership, and exemplary character. The founders formulated the idea that leadership of exceptional quality and versatility in college should be recognized, that representatives in all phases of college life should cooperate in worthwhile endeavors, and that outstanding students, faculty, and administrators should meet on a basis of mutual interest, understanding and helpfulness. ODK was the first college honor society of a national scope to give recognition and honor for meritorious leadership and services in extracurricular activities and to encourage development of general campus citizenship. The Society recognizes achievement in five areas: Scholarship; Athletics; Campus/Community Service, Social/Religious Activities, and Campus Government; Journalism, Speech and the Mass Media; and Creative and Performing Arts.

Lacey R. Batsmann
Michael H. Billy
Jami L. Conley
Jessica L. Deaton
Sarah E. Derkos
Benjamin M. Dorris
Morgan N. Drury
Alicia N. Dunn
Chelsea B. Edwards
Patrick M. Enslen
Catherine R. Fahland
Justin F. Fitches
Katherine S. Hansen
Ashley E. Harris
Jill C. Irvin
William W. Jels, Jr.
Wade T. Kraenzle
Jaci E. Leke
Mollie M. Laramore
Halley R. Lowery
Nick K. Madock
Leshay A. Mathia
Devin M. Melton
Alyssa R. Ollker
Justin M. Pratt
Dakota G. Reel
Tiffany L. Reichenbacher
Natalie A. Ritzheimer
Alyssa C. Ruopp
Brooke N. Sander
Collin L. Schamburg
Bret J. Simmons
Laura C. Scott
Miriam A. Snider
Matthew A. Studie
Mollie M. Tahghighi
Anastasia M. Theisen
Daniel S. Tiner
Sarah M. Urban
Maria E. Vander Pluym
Ellen C. Vasquez
Austin T. Wendt
Courtney D. Zurfuhl

Phi Kappa Phi

The Honor Society of Phi Kappa Phi is an international honor society for academic distinction that recognizes outstanding academic achievement in all disciplines. The charter is only extended to colleges and universities meeting the society’s rigorous academic standards. The society is open to men and women in all academic fields who have demonstrated excellence of scholarship and integrity of character. Students are eligible to become members of Phi Kappa Phi if they meet the following criteria: graduating seniors who rank in the upper ten percent of their class; juniors who rank in the upper 7.5 percent of their class; and graduate students who are near graduation, have a graduate studies GPA of at least 3.9 and have an outstanding undergraduate record.

Phillip S. Babich
Michael H. Billy
Chelsea N. Broshuis
Hunter A. Bruce
Marrianne Bruce
Jacob A. Buckenmyer, VI.
Chelsea A. Calle
Kody L. Campbell
Brian Christmas
Stefanie T. Collins
Jami L. Conley
Justin R. Curtis
Cody M. Dawson
Paige E. Dickey
Katie R. Diebold
Brian D. Diercks
Emily K. Dillner
Haley N. Dolosic
Morgan N. Drury
Chelsea B. Edwards
Kylie N. Etlinger
Lucas N. Francis
Garrett D. Frische
Justin F. Frisches
Pearline Hampton
Katherine S. Hansen
Samuel D. Harris
Linda C. Harti
Kelci J. Hofstetter
Andrea L. Hosto
Acilia L. Holop
Stephanie K. Howard
Donielle N. Howell
Jill C. Irvin
Norma M. Jaco
Courtney R. Jordan
Callie A. Karstens
Kelley E. Keaten
Mary J. Kramer
Krista A. Krebsbach
Grace V. Lackner
Ashley N. Lange
Stacy A. Lannert
Mollie M. Laramore
Cecilia V. Larson
Taylor A. Lauer
Johana M. Layton
Damon R. Leach
Stefia C. Lee
Nick K. Maddock
Kevina J. Magnan
Brandt R. Mellick
Jonathon M. Mason
Megan E. McGrath
Christina D. McWilliams
Alan J. Medlock
Hannah M. Memhardt
Ryan A. Meyer
Benjamin D. Mills
Malinda M. Mowrer
Adam L. Northcutt
Alyssa R. Ollker
Jodi S. Palsich
Paige E. Palmer
Rebecca E. Patterson
Leah E. Powers
Justin M. Pratt
Tiffany L. Reichenbacher
Jessica E. Reichenbacher
Nico Reisengbacher
Megan M. Roth
Brooke N. Sander
Caillen L. Schamburg
Benjamin C. Schremp
Stacy L. Schutte
Laura C. Scott
Shena L. Scott
Amy L. Sink
Miriam A. Snider
Angela M. Spinz
Anastasia M. Theisen
Sonya R. Thuman
Haley D. Turner
Maria E. Vander Pluym
Jennifer S. Vasquez
Ashley M. Vaught
Sarah E. Vosar
Robert D. Wake, Jr.
Carrie M. Waker
John S. Wannier
Katelyn M. Ward
Austin T. Wendt
Christa F. Wisniewski
Mark A. Zisser
Courtney D. Zurfuhl
BOARD OF REGENTS
MOTION CONSIDERATION FORM

May 6, 2014
Open Session

I. Motion to be Considered:

Approve the proposed Incidental Fee Schedule (Attachment 5) including incidental fees for the main campus and the regional campuses, effective for Fall 2014.

II. Motion to be Considered:

The Budget Review Committee (BRC) is composed of 30 individuals who represent all major interest groups on campus. Based on the Board’s directive in March 2010, BRC has been deliberating on ways to meet an anticipated budget need of $20 million over fiscal years FY11–FY15. This shortfall was estimated based on the assumptions that state appropriations could be reduced by a total of 15% - 20% during this period, the university would have costs to continue normal operations which average $1.2 million per fiscal year, and the university would have to address salary needs for employees during this period. The university has identified $19.5 million over this five year period, including the recommendations for FY15 (see Attachment 1).

While the state legislative process has not indicated a definitive funding level for higher education at this point, the committee worked from the assumption of a 4% increase in state appropriations for FY15 which equates to a $1.7 million increase for Southeast. Southeast did meet all five of the performance funding indicators established with the Missouri Department of Higher Education for the FY15 appropriation process.

Through the University’s planning efforts to identify additional funds that began in FY11, the university has focused on compensation and implemented salary increases in years when the state and other higher education institutions did not. The recommendations from the salary equity study, approved by the Board in October, 2013, were implemented in January 2014.

Recommended By:
Student Government
Faculty Senate
Administrative Council
VP, Finance & Admin.
VP, University Advancement

Chairperson
Dean
Academic Council
Provost
President

Board Action on:__________________________
Motion By:_____________________________
Second By:_____________________________
Vote: Yeas:______ Nays:______
Postpone:______________________________
Amend:______________________________
Disapprove:___________________________
Approve:_____________________________
Secretary:_____________________________
As part of the FY15 budget process, the BRC did consider salary increases that would not only meet inflationary increases but maintain the movement the institution has made to bring faculty and staff salaries up to market median.

The BRC Budget Worksheet in Attachment 2 outlines the factors considered and the committee’s recommendation to the President to meet expense obligations for the proposed FY15 budget which includes:

**Revenues**

1. $214,526 from unbudgeted base appropriations from the FY14 budget process.
2. $1,720,840 increase in state operating appropriations (based on 4% increase).
3. $366,173 due to an increase in incidental fee revenue net of related expenditures (e.g. scholarships and fee waivers) from summer and winter intersession enrollments.
4. $43,218 due to an increase in incidental fee revenue net of related expenditures (e.g. scholarships and fee waivers) from a 1.7% increase in graduate incidental fees.
5. $158,000 due to $4.50 increase in the special course fee for online courses ($2.25 to general operating budget) and from existing enrollment levels in online courses.
6. $88,110 due to increased enrollment in undergraduate programs having a high cost program fee (Nursing, Computer Science, and Athletic Training).

**Expenses**

1. $10,000 base funding towards two athletic scholarships for women’s sports (to be matched with funding from NCAA).
2. $17,000 base funding for Athletics operations to cover the increased cost of officials fees, based on OVC mandated rates.
3. $50,534 base funding for personnel costs to expand the Information Technology Help Desk to a 24/7 operation.
4. $115,000 base funding for a tenure track faculty position in Healthcare Administration.
5. $25,000 base funding to provide faculty stipends for a summer research program.
6. $60,000 base funding for a professional staff position to manage the Arts Resource Center at the River Campus.
7. $38,900 base funding for student labor to expand tutoring services and supplemental instruction.
8. $18,020 base funding for half the cost of a custodial staff position for the new River Campus building (other half of funding to be provided by Residence Life).
9. $75,000 base funding for expenses related to implementation of recommendations of the university’s academic visionary committee.
10. $1,589,817 base funding for performance based merit increases for faculty and staff. Administrative/professional and clerical/technical/service staff would receive a 2.5% merit increase. In accordance with the current faculty handbook policy, faculty would receive a 2.1875% base merit increase and the remaining 0.3125% pool would be used to fund post-professorial merit increases.
11. $117,814 for a 17% increase to the compensation levels for faculty overload and temporary faculty pay scale.

12. $637,402 in one-time funds for various initiatives including term faculty and operations costs for student teaching supervision in the College of Education, a term Admissions Counselor and operations dollars for recruiting in northern Illinois, professional staff positions for campus violence prevention and student success coach, and recommendations from campus retention initiatives and the academic visionary committee.

As an institution with a strong commitment to our mission of providing quality academic programs with reasonable access to students in our service region, we closely monitor how fee increases affect Southeast students. Attachment 3 shows Fall 2013 and planned Fall 2014 undergraduate incident and general fees at comparable institutions.

In accordance with Senate Bill 389, Southeast Missouri State University may only increase fees charged to all residential undergraduate students by the amount of the percentage increase in the consumer price index. For fiscal year 2014-2015, the allowable increase for Southeast, as determined by the Missouri Department of Higher Education, is $100.76 or $3.35 per credit hour. BRC recommended and Student Government approved that incidental fees be approved by the full amount of the allowable increase, but the entire amount be waived (Attachment 4).

As background, the Board did approve increasing incidental fees in FY11, FY12 and FY13 by the allowable CPI increase; however, this total increase was not assessed to students. The amount of fees approved but not assessed to students has been recorded as a fee waiver in the university’s accounting records. Attachment 5 shows the fees approved and assessed for Fall 2013 and proposed for Fall 2014. As Attachment 5 details, the university would waive $9.00 per credit hour of residential undergraduate incidental fees in FY15 if the Board accepts the BRC recommendation.

The university would assess $2.50 of the previously approved increase per credit hour to the general fee for maintenance and repair. These fees were approved by the Board on December 8, 2010 and were scheduled to be fully assessed in Fall 2013 for the repayment of the Series 2010 bonds. These fees have been previously approved by Student Government and reported under SB389 requirements.

As shown in Attachment 6, BRC recommends that total fees assessed to residential undergraduate students in Fall 2014 increase from $228.75 per credit hour to $231.25 per credit hour. This is a 1.1% increase on fees assessed to students; less than the 1.7% allowable increase. Resident and non-resident graduate incidental fees are recommended to increase at 1.7%.
### Identified thru Budget Review Process

<table>
<thead>
<tr>
<th></th>
<th>FY11 IDENTIFIED</th>
<th>FY12 IDENTIFIED</th>
<th>FY13 IDENTIFIED</th>
<th>FY14 ANTICIPATED</th>
<th>FY15 IDENTIFIED</th>
<th>TOTAL IDENTIFIED</th>
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<tr>
<td>Base Appropriations Increase</td>
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<td>849,586</td>
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<td>1,720,840</td>
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<td>Base Appropriations Increase Not Previously recognized</td>
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<td>357,456</td>
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<td>Additional dollars identified in FY10 budget review process</td>
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<td>816,501</td>
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<td>5% divisional budget cut</td>
<td>2,936,592</td>
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<td>3% Instruction, 4% Non-Instruction budget cut</td>
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<td>Institutional revenue enhancements and expense reductions</td>
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<tr>
<td>Incidental Fee Increase (excluding MC Undergrad)</td>
<td>195,000</td>
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<td>Increased Enrollment (from Scholarships)</td>
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<td>Late Fees</td>
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<tr>
<td>Application Fees</td>
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<td>UG Special Program Fees</td>
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<td>Additional Graduate Incidental Fees</td>
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<td>Benefit Redesign</td>
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<td>Summer Enrollment</td>
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<tr>
<td>Incidental Fee Increase (based on CPI)</td>
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<td>1,123,000</td>
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<td>721,204</td>
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<td>Enrollment Revenue Increase</td>
<td>1,220,000</td>
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<td>Winter intersession Enrollment</td>
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<td>Intensive English Program Enrollment</td>
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<td>Application Fees - Increased Enrollment</td>
<td>30,000</td>
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<td>88,110</td>
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<td>Student Computing Fees - Increased Enrollment</td>
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<td></td>
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<tr>
<td>UG Special Program Fees - Increased Enrollment</td>
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<td>50,000</td>
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<td>Online Course Fees - Increased Enrollment</td>
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<td>Graduation Fees - Increased Enrollment</td>
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<td>Vacant Position Review</td>
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<td>Reduced Retirement Contribution - CURP</td>
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<td>Auxiliary Overhead Contributions</td>
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<td>Reduced Bank Charges</td>
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<td>Incidental Fee Increase Regional Campus - Lower Level</td>
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<td>1,993,246</td>
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<tr>
<td>Online Course Fee Increase</td>
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<td>19,469,437</td>
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</tbody>
</table>

* Per March 2010 Board / Stakeholder's Retreat facilitated by Dr. Bill Weary
## Sources of Additional FY15 Funds:

<table>
<thead>
<tr>
<th>Source</th>
<th>Original Proposal</th>
<th>Budget Review Committee Recommendations</th>
<th>President Recommendations</th>
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<tbody>
<tr>
<td></td>
<td>Base S</td>
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<td>Equity Adjustment</td>
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<td>Unallocated FY14 Base Appropriations</td>
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<td>Change in State Appropriations</td>
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<td>Increased Revenues</td>
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<tr>
<td>Incidental Fee Increase - Undergraduate (SB389)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Incidental Fee Increase - Graduate (1.7%)</td>
<td>43,218</td>
<td>43,218</td>
<td>43,218</td>
</tr>
<tr>
<td>Winter Internship - Increased Enrollment</td>
<td>66,867</td>
<td>66,867</td>
<td>66,867</td>
</tr>
<tr>
<td>Summer - Increased Enrollment</td>
<td>299,396</td>
<td>299,396</td>
<td>299,396</td>
</tr>
<tr>
<td>Online Course Fees - Increased Enrollment</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Online Course Fee Increase - S7 (S5.50 to Gen Op Edg), S4.50 (S2.25 to Gen Op Edg)</td>
<td>168,000</td>
<td>168,000</td>
<td>168,000</td>
</tr>
<tr>
<td>High Cost Program Fee - Increased Enrollment</td>
<td>88,110</td>
<td>88,110</td>
<td>88,110</td>
</tr>
<tr>
<td>New High Cost Program/Catalog Level Fee - Tabbed for Next Year</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Estimated Additional Funds</strong>:</td>
<td><strong>$ 2,351,561</strong></td>
<td><strong>$ 374,798</strong></td>
<td><strong>$ 2,590,867</strong></td>
</tr>
</tbody>
</table>

## Estimated Expenses:

<table>
<thead>
<tr>
<th>Type</th>
<th>Original Proposal</th>
<th>Budget Review Committee Recommendations</th>
<th>President Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs of Continuing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities Increase</td>
<td>37,600</td>
<td>37,600</td>
<td>37,600</td>
</tr>
<tr>
<td>Movers Increase</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Benefits Increase</td>
<td>161,000</td>
<td>161,000</td>
<td>161,000</td>
</tr>
<tr>
<td>Staff Fees Ordinary Merit Pool</td>
<td>55,532</td>
<td>61,666</td>
<td>61,666</td>
</tr>
<tr>
<td>Faculty Promotion Pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4-year rolling average</strong></td>
<td>193,576</td>
<td>193,576</td>
<td>193,576</td>
</tr>
<tr>
<td><strong>Total Costs of Continuing</strong></td>
<td><strong>$ 421,405</strong></td>
<td><strong>$ 432,782</strong></td>
<td><strong>$ 435,782</strong></td>
</tr>
</tbody>
</table>

## Program Enhancements/Reductions:

### Student Government Recommendations:
- None

### Institutional Services Recommendations:
- None

### Academic Affairs Recommendations:
- MAPF Year Funding Increase: 10,000
- MAPF Student Evaluations - Annual: 2,000
- GA's for Online Courses - Pilot: 111,000
- 24/7 Help Desk for Online Programming: 50,534
- Turn It In with MindTree Integration: 23,500
- TT Faculty Line for Healthcare Administration: 115,000
- Faculty Summer Research Program: 35,000
- COE Undergraduate Tuition - Operations Dollars: 12,000
- COE Undergraduate Tuition - Operations Dollars: 12,000
- Professional Staff Position for Arts Resource Center at River Campus: 60,000
- Enrollment Mgt & Student Success Recommendations:
  - Professional Staff Position - Admissions in Northern IL plus Operations S3 (2 Yr Terms): 77,150
  - Professional Staff Positions - Campus Violence Prevention & Outreach (partial): 14,102
  - Professional Staff Position - Student Success Coach: 55,000
- Finance & Administration Recommendations:
  - Custodial Staff Positions - 0.5 FTE for River Campus Expansion: 18,020
- University Advancement Recommendations:
  - None

## Subtotal Program Enhancements/Reductions:
- **$ 714,404**
- **$ 301,102**
- **$ 412,454**
- **$ 637,402**
- **$ 429,454**
- **$ 637,402**

### Recommended Compensation Packages:

#### Faculty:
- 2% Salary Increase: 674,632
- 2.5% Salary Increase: 737,879
- 87.5% base merit: 103,431
- 12.5% post-professorial merit: 103,431

#### Medical/Technical/Service:
- 2% Salary Increase: 139,938
  - 2.5% Salary Increase: 141,923
- Bargaining Unit:
  - 2% Salary Increase: 83,059
  - 2.5% Salary Increase: 103,813

#### Graduate Assistants:
- 2% Salary Increase: 23,446
  - 2.5% Salary Increase: 29,308

#### Executive:
- 2% Salary Increase: 48,872
  - 2.5% Salary Increase: 61,696

### Benefits Subcommittee:
- Increase Family Coverage Supplement by Up To $50 if Insurance Costs Rise Less Than 5%: None
- Core Non-Benefits Plans to Other Institutions Used in Equity Study: None

**Subtotal Recommended Compensation Packages:**
- **$ 1,111,714**
- **$ 1,787,431**

**Difference:**
- **$ 2,373,556**
- **$ 2,590,867**
- **$ 367,202**
- **$ 2,590,867**
- **$ 367,202**
- **$ (221,995)**
- **$ 73,696**
- **$ -**
- **$ (62,603)**
- **$ -**
- **$ (62,603)**
<table>
<thead>
<tr>
<th>State Institutions</th>
<th>Fall 2013 (FY 14)</th>
<th>Fall 2014 (FY15)</th>
<th>Fall 2013 to Fall 2014 Fee Increase - 15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree Offered</td>
<td>Per Hour</td>
<td>15 Hours</td>
</tr>
<tr>
<td>Southeast Missouri State</td>
<td>A</td>
<td>197.55</td>
<td>2963.25</td>
</tr>
<tr>
<td>Lincoln University</td>
<td>B</td>
<td>205.00</td>
<td>3075.00</td>
</tr>
<tr>
<td>Missouri State</td>
<td>A</td>
<td>204.00</td>
<td>3060.00</td>
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<tr>
<td>Central Missouri State</td>
<td>A</td>
<td>213.15</td>
<td>3197.25</td>
</tr>
<tr>
<td>Truman State University</td>
<td>B</td>
<td>295.70</td>
<td>3548.40</td>
</tr>
<tr>
<td>Northwest Missouri State</td>
<td>A</td>
<td>178.65</td>
<td>2679.75</td>
</tr>
<tr>
<td>University of Missouri</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia</td>
<td>C</td>
<td>274.00</td>
<td>4110.00</td>
</tr>
<tr>
<td>Kansas City</td>
<td>C</td>
<td>270.10</td>
<td>4051.50</td>
</tr>
<tr>
<td>St. Louis</td>
<td>C</td>
<td>315.80</td>
<td>4737.00</td>
</tr>
<tr>
<td>S &amp; T (Rolla)</td>
<td>C</td>
<td>274.00</td>
<td>4110.00</td>
</tr>
</tbody>
</table>

| Community Colleges | | | | | |
| Three Rivers (Out-of-District Rate) | | 120.00 | 1800.00 | 270.00 | 2070.00 |
| Cape Girardeau Partnership for Higher Education | | 120.00 | 1800.00 | 270.00 | 2070.00 |

| Out-of-State Institutions | | | | | |
| Arkansas State University | C | 187.00 | 2805.00 | 949.95 | 3754.95 |
| Murray State University | A | 252.50 | 3787.50 | 615.00 | 4402.50 |
| Southern Illinois-Carbondale | C | 280.50 | 4207.50 | 1838.94 | 6046.44 | 288.90 | 4333.50 | 1916.52 | 6250.02 | 203.58 |

1 Amounts are assessed fees based on contacts with the institutions or from the Internet Web Sites. Where general fees are not yet determined, fee increases are based solely on tuition.
2 Highest Offering: A. Beyond Master's But Less Than Doctorate B. Master's C. Doctorate
3 General fees are capped at 7 credit hours.
4 General fees are capped at 9 credit hours.
5 Tuition is flat for students taking 12-17 credit hours. Student Union and Rec Center fees are included in tuition. Proposed 1.5% increase for non-resident and graduate students.
6 Tuition and general fees are combined starting Fall 2013 per UM System website article.
7 Tuition is capped at 15 credit hours, general fees are capped at 12 credit hours with the exception of Facilities Maintenance and Info Tech fees; current information is proposed, not approved.
STUDENT GOVERNMENT

RESOLUTION

NO. 14-24-A

SPONSOR: Executive Board

RESOLUTION BODY

WHEREAS, the University's Budget Review Committee (BRC) met to discuss potential Incidental Fee increases; and

WHEREAS, Senate Bill 389 allows up to 1.7% ($3.35 per credit hour) increase on in-state, undergraduate fees for FY15 and BRC does not recommend an increase above this amount; and

WHEREAS, the student representatives on the BRC recommend that increases to out-of-state undergraduate fees not exceed twice the per credit hour increase to in-state fees ($6.19 per credit hour); and

WHEREAS, the Governor of Missouri has urged public institutions to not increase undergraduate fees,

THEREFORE BE IT RESOLVED that the Student Government, Association of Southeast Missouri State University supports the above recommendations that will be made to the Board of Regents with the stipulation that these fees will be approved but not assessed.

VOTE X PAPS FAIL TABLE

Greg Rhodes
SENATE PRESIDENT 4-21-14

VETOED PASSED X

Benjamin Dennis
PRESIDENT OF THE STUDENT BODY 4-21-14
### SUMMARY OF APPROVED INCIDENTAL AND GENERAL FEES

#### UNDERGRADUATE RESIDENT

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved and Assessed</td>
<td>Approved but Not Assessed</td>
</tr>
<tr>
<td>CURRENT INCIDENTAL FEES (per credit hour):</td>
<td>$ 197.55</td>
<td>$ 5.65</td>
</tr>
<tr>
<td></td>
<td>BRC Recommend Approved</td>
<td>Total Recommend Approve</td>
</tr>
<tr>
<td></td>
<td>$ 3.35</td>
<td>$ 206.55</td>
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</tbody>
</table>

#### CURRENT GENERAL STUDENT FEES (per credit hour):

<table>
<thead>
<tr>
<th>Fee</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Arts Fee</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Maintenance &amp; Repair Fee</td>
<td>8.50</td>
<td>11.00</td>
</tr>
<tr>
<td>Student Recreation Center &amp; Intramurals Fee</td>
<td>5.25</td>
<td>5.25</td>
</tr>
<tr>
<td>Aquatic Center Fee</td>
<td>4.55</td>
<td>4.55</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>1.62</td>
<td>1.62</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>0.45</td>
<td>0.45</td>
</tr>
<tr>
<td>Student Athletic Fee</td>
<td>5.13</td>
<td>5.13</td>
</tr>
<tr>
<td>Student Special Event Fee</td>
<td>1.20</td>
<td>1.20</td>
</tr>
<tr>
<td>Student Computing Fee</td>
<td>3.50</td>
<td>3.50</td>
</tr>
</tbody>
</table>

**TOTAL GENERAL STUDENT FEES**

|                      | $ 31.20 | $ 2.50 | $ 33.70 | $ 33.70 | $ 33.70 |

**TOTAL INCIDENTAL AND GENERAL STUDENT FEES**

|                      | $ 228.75 | $ 8.15 | $ 236.90 | $ 3.35 | $ 240.25 | $ (9.00) | $ 231.25 |
### SUMMARY OF PROPOSED INCIDENTAL AND GENERAL FEES

**EFFECTIVE FALL 2014 SEMESTER**

<table>
<thead>
<tr>
<th></th>
<th>UNDERGRADUATE</th>
<th></th>
<th>GRADUATE</th>
<th></th>
<th>REGIONAL CAMPUSSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RESIDENT</td>
<td>NON-RESIDENT</td>
<td>RESIDENT</td>
<td>NON-RESIDENT</td>
<td>LOWER DIVISION COURSES</td>
</tr>
<tr>
<td><strong>CURRENT FEES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRENT INCIDENTAL FEES (per credit hour):</td>
<td>$203.20</td>
<td>$375.53</td>
<td>$254.33</td>
<td>$474.74</td>
<td>$127.58</td>
</tr>
<tr>
<td>CURRENT GENERAL STUDENT FEE</td>
<td>33.70</td>
<td>33.70</td>
<td>33.70</td>
<td>33.70</td>
<td>13.50</td>
</tr>
<tr>
<td>TOTAL CURRENT INCIDENTAL &amp; GENERAL FEES</td>
<td>$236.90</td>
<td>$409.23</td>
<td>$288.03</td>
<td>$508.44</td>
<td>$141.08</td>
</tr>
<tr>
<td>Less Applied Incidental Fee Waiver</td>
<td>(5.65)</td>
<td>(0.23)</td>
<td>(0.03)</td>
<td>(0.44)</td>
<td>(0.08)</td>
</tr>
<tr>
<td>Less Applied General Fee Waiver</td>
<td>(2.50)</td>
<td>(2.50)</td>
<td>(2.50)</td>
<td>(2.50)</td>
<td></td>
</tr>
<tr>
<td>TOTAL CURRENT INCIDENTAL &amp; GENERAL STUDENT FEE REALIZED BY STUDENTS</td>
<td>$228.75</td>
<td>$406.50</td>
<td>$285.50</td>
<td>$505.50</td>
<td>$141.00</td>
</tr>
</tbody>
</table>

**PROPOSED FEES INCREASE**

| PROPOSED INCIDENTAL FEE INCREASE | $3.35 | $6.19 | $4.19 | $7.83 | $-
| PROPOSED TECHNOLOGY/MAINTENANCE FEE INCREASE | -     | -     | -     | -     | 4.00 |

**TOTAL PROPOSED INCIDENTAL AND GENERAL STUDENT FEE**

<table>
<thead>
<tr>
<th></th>
<th>UNDERGRADUATE</th>
<th></th>
<th>GRADUATE</th>
<th></th>
<th>REGIONAL CAMPUSSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RESIDENT</td>
<td>NON-RESIDENT</td>
<td>RESIDENT</td>
<td>NON-RESIDENT</td>
<td>LOWER DIVISION COURSES</td>
</tr>
<tr>
<td></td>
<td>$240.25</td>
<td>$415.42</td>
<td>$292.22</td>
<td>$516.27</td>
<td>$145.08</td>
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<tr>
<td>Less Applied Incidental Fee Waiver</td>
<td>(9.00)</td>
<td>(6.42)</td>
<td>(0.22)</td>
<td>(0.27)</td>
<td>(0.08)</td>
</tr>
<tr>
<td>TOTAL PROPOSED INCIDENTAL AND GENERAL STUDENT FEE REALIZED BY STUDENTS</td>
<td>$231.25</td>
<td>$409.00</td>
<td>$292.00</td>
<td>$516.00</td>
<td>$145.00</td>
</tr>
</tbody>
</table>

**NOTES:**
1. Graduate fees for the joint Southeast - University of Missouri-Columbia PHD in Education will be at the rate established by the U of M - Columbia per our cooperative agreement.
2. Fees for upper division courses at the south regional campuses are the same as Cape campus fees.
3. General fee at south regional campuses include $8.50 for technology and maintenance and repair costs.
4. Fee waiver applied for rounding purposes.
I. Motion to be Considered:

Approve an increase to the special course fee on online courses of $4.50 per credit hour effective Fall 2014 and $2.50 per credit hour effective Fall 2015.

II. Background:

On June 12, 2002 the Board of Regents approved a $4.00 per credit hour fee on ITV courses and online web courses. As the number of online courses has increased, along with the technology and support services the university must provide to support online learning, the fee has gradually increased to its current level of $12.50 per credit hour, which was implemented in Fall 2007.

Online course offerings have expanded rapidly in the last few years, to almost 50,000 student credit hours in academic year 2013. The implementation of a winter intersession four years ago, which is strictly online course offerings, and the focus on expanding online majors to meet the needs of student populations such as working adults and active military personnel, will continue to grow the need for online courses.

Delivery of these courses requires a technology commitment, along with enhanced support services. Revenue generated from the existing fee has funded advisors for online students and instructional designers to assist faculty in the development of quality online course materials. Online students access course materials around the clock, and require technical assistance and academic resources in the same timeframe.

Revenue from the proposed increase would fund the expansion of the Information Technology Help Desk to a 24/7 operation, which has been identified as an immediate need by online students. Some academic departments have reached their limit with existing faculty resources to teach online courses, and additional revenues would be used to create a pool of dollars to fund temporary faculty to teach needed

Recommended By:

Student Government
Faculty Senate
Administrative Council
VP, Finance & Admin.
VP, University Advancement

Chairperson
Dean
Academic Council
Provost
President

Board Action on: Postpone:
Motion By: Amend:
Second By: Disapprove:
Vote: Yeas: Nays:
online courses. The Budget Review Committee discussed a total of $7.00 per credit hour knowing that online course deliver demands would necessitate another increase. However, their final recommendation was a $4.50 per credit hour increase for Fall 2014 (FY15). The President changed the recommendation to the Board to include a second implementation of $2.50 per credit hour for Fall 2015 (FY2016) so that additional support services (e.g. additional instructional design staff to assist faculty in the development of online course materials) could be added when needed knowing the increase had been approved for FY2016.

Even with the proposed increase to $17.00 per credit hour online course fee for Fall 2014, Southeast will remain competitive from a cost standpoint with other peer institutions for online courses. Attachment 1 was compiled by the Department of Online Learning and compares Southeast’s recommended fees for online courses for Fall 2014 with other institutions involved in the delivery of online programs.
Online Course Fees
(based on a 3-credit hour online course at Academic Year 2013-2014 Rates)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>American University</td>
<td>$4,128.00</td>
</tr>
<tr>
<td>Saint Louis University</td>
<td>$3,780.00</td>
</tr>
<tr>
<td>Missouri S&amp;T</td>
<td>$3,348.00</td>
</tr>
<tr>
<td>Webster University</td>
<td>$1,935.00</td>
</tr>
<tr>
<td>Fontbonne University</td>
<td>$1,824.00</td>
</tr>
<tr>
<td>Maryville University</td>
<td>$1,767.00</td>
</tr>
<tr>
<td>Washington State</td>
<td>$1,710.00</td>
</tr>
<tr>
<td>University of Massachusetts</td>
<td>$1,575.00</td>
</tr>
<tr>
<td>Penn State World Campus</td>
<td>$1,554.00</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>$1,440.00</td>
</tr>
<tr>
<td>Hannibal-LaGrange University</td>
<td>$1,386.00</td>
</tr>
<tr>
<td>Lindenwood University</td>
<td>$1,284.00</td>
</tr>
<tr>
<td>Ashford University</td>
<td>$1,260.00</td>
</tr>
<tr>
<td>Culver-Stockton College</td>
<td>$1,155.00</td>
</tr>
<tr>
<td>Park University</td>
<td>$1,155.00</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>$1,110.00</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>$1,053.00</td>
</tr>
<tr>
<td>National University</td>
<td>$1,008.00</td>
</tr>
<tr>
<td>Stephens College</td>
<td>$978.00</td>
</tr>
<tr>
<td>Southern New Hampshire University</td>
<td>$960.00</td>
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<tr>
<td>Walden University</td>
<td>$930.00</td>
</tr>
<tr>
<td>Drury University</td>
<td>$891.00</td>
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<tr>
<td>Missouri State University</td>
<td>$825.00</td>
</tr>
<tr>
<td>University of Missouri - Columbia</td>
<td>$822.00</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>$813.00</td>
</tr>
<tr>
<td>University of Missouri-Kansas City</td>
<td>$810.30</td>
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<tr>
<td>University of Wisconsin</td>
<td>$789.00</td>
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<tr>
<td>University of Central Missouri</td>
<td>$788.85</td>
</tr>
<tr>
<td>Central Methodist</td>
<td>$750.00</td>
</tr>
<tr>
<td>Missouri Valley College</td>
<td>$750.00</td>
</tr>
<tr>
<td>American Military University</td>
<td>$750.00</td>
</tr>
</tbody>
</table>

** Southeast Missouri State University **

<table>
<thead>
<tr>
<th></th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia College</td>
<td>$735.00</td>
</tr>
<tr>
<td>* Southeast Missouri State University</td>
<td>$723.75</td>
</tr>
<tr>
<td>Missouri Southern State University</td>
<td>$711.00</td>
</tr>
<tr>
<td>William Woods University</td>
<td>$700.00</td>
</tr>
<tr>
<td>Northwest Missouri State University</td>
<td>$642.00</td>
</tr>
<tr>
<td>University of Missouri- St. Louis</td>
<td>$125.00</td>
</tr>
</tbody>
</table>

* Current Southeast Fee
** Reflects increase of 4.50 per credit hour for online and 2.50 per credit hour general fee for Academic Year 2014-2015

Note: Other Universities will probably increase their fees which will still place Southeast as a low fee online provider.
I. Motion to be Considered:

Approve the attached Special Course Fees commencing with the Fall 2014 semester.

II. Background:

Special course fees are requested by departments to cover the cost of consumable supplies or other expenses that are unique to a course (e.g., student insurance, chemicals). Formalizing the "up-front" billing avoids surprise costs to students after they enroll. This process also makes special course fees eligible for the Hope Scholarship and Lifetime Learning tax credits that the student or parent may claim.

Special course fees recommended by departments were reviewed and approved by a Budget Review Committee (BRC) subcommittee prior to presentation to the BRC. This subcommittee includes representation from Dean’s Council, Chairperson’s Forum, Faculty Senate and Student Government.

Attachment 1 details new or increased special course fees recommended by the BRC. It is recommended to remove the existing $10 special course fee on five courses in Industrial Engineering Technology (IET) that no longer use large volumes of consumable supplies and add and/or increase special course fees to those courses in IET that now do. A $10 special course fee is also recommended on two Biology laboratory courses and for Invertebrate Zoology, a course which has recently been reintroduced to the biology rotation and requires the use of preserved and live specimens.

The Human Environmental Studies department has a special course fee of $50 attached to four of its food lab courses for dietetics and hospitality management. Effective Fall 2014 the prefix on

<table>
<thead>
<tr>
<th>Recommended By:</th>
<th>Chairperson</th>
<th>Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Senate</td>
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<tr>
<td>Administrative Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VP, Finance &amp; Admin.</td>
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<tr>
<td>VP, University Advancement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Action on:</th>
<th>Postpone:</th>
<th>Amend:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion By:</td>
<td></td>
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<tr>
<td>Second By:</td>
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<tr>
<td>Vote: Yeas: Nays:</td>
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</tbody>
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|                                      |             |     |
|                                      |             |     |

President: William J. Eddleman
three of these courses will change, and therefore the previously approved course fee would move from the FN course to the new HM course.

In Fall 2013 the University piloted IncludEd courses with Follett, the new Bookstore vendor. IncludEd is a program that provides students with a single sign-on to access the University’s learning management system (Moodle) and their electronic course materials. It eliminates the need for the student to visit the Bookstore to buy a code for an e-text and ensures the faculty member that all students will have access to course materials on the first day of class. Seven courses were piloted in Fall 2013 and with the success of the program it has expanded to ten courses for Fall 2014. Attachment 1 includes these courses along with the IncludEd cost assessed as a special course fee, which is equal to or less than the cost of purchasing a physical code through the Bookstore.

If the attached recommended fees are approved by the Board, approximately 10% of all course sections offered by Southeast will have a special course fee assessed.
College of Science, Technology, and Agriculture

Industrial and Engineering Technology

The department of Industrial and Engineering Technology has recently undergone an internal review of their course offerings and special course fees. They have found that special course fees remain on courses that no longer have high consumable costs while other courses with high consumable costs do not have fees or have inadequate fees. Therefore, the subcommittee is recommending the removal of special course fees on five courses and recommending the addition of a course fee on four courses and the increase of fees on two. Because we are removing fees that previously existed, the department would realize no budgetary impact.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Industrial Electrical Power (ET365), Microcontrollers (ET366), Industrial Control (ET468), Technical Communication (IM102), Technical Computer Programming (MN260)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>None</td>
</tr>
<tr>
<td>Rationale</td>
<td>Due to changes in technology and course content, the use of consumable supplies has largely been removed from these courses. Therefore, the department no longer has any significant cost associated with these courses and does not feel that the student should continue to pay a course fee on these courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Construction Methods and Materials (CM243)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Rationale</td>
<td>The course has recently been redesigned to include destructive testing on various construction materials. Therefore, the course will be using additional concrete, metal rebar, concrete blocks, fasteners, etc. that cannot be reused. This fee will help to offset those new departmental costs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Commercial Photographic Lighting (PG285)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Rationale</td>
<td>The course has recently been redesigned to include photographic printing as a student learning outcome. This will add additional departmental expenses for photo paper, ink, chemicals, and various other supplies. This fee will help to offset some of the additional costs experienced by the department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fiber Optics and Network Communications (TN254)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Rationale</td>
<td>Students learn to terminate Cat5 plug jacks and fiber optic connectors which require the purchase of Cat5 and fiber optic cable, Cat5 plug jacks, fiber optic connectors, etc. Connectors cost $10 a piece and plug jacks are $5 each. These items cannot be reused. This fee will help offset the departmental expense.</td>
</tr>
<tr>
<td>Courses</td>
<td>Industrial Materials and Processes I (MN203), Computer Aided Manufacturing (MN354)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Current Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Rationale</td>
<td>These courses involve the machining of metals and incur significant costs for aluminum and steel; as well as coolant, cutting fluids, casting sand, flux and other machining materials. Increases in enrollment and increased costs for metals have made it difficult for the department to continue to cover the costs. The increased fee will help offset some of the additional costs experienced by the department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Industrial Materials and Processes II (MN304)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Rationale</td>
<td>This course has not previously had an approved course fee. However, like its counterpart (MN203), this course involves the machining of metals and incurs significant costs for aluminum and steel as well as coolant, cutting fluids, casting sand, flux and other machining materials. The requested course fee would help offset the costs for these materials.</td>
</tr>
</tbody>
</table>

**Biology**

Like Industrial and Engineering Technology, Biology has recently revised its course offerings to include a better “hands on” learning experience for the student. The subcommittee is recommending course fees which would generate an estimated additional $600 to be returned to the Biology department’s operating budget.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Laboratory Methods in Biotechnology (BI245)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Rationale</td>
<td>While the department has previously been able to absorb the costs for supplies for this course, recent enrollment increases from an average of 10 students to 16 has made it cost prohibitive. Materials include items such as microbiological media and bacterial cultures, molecular weight markers and restriction enzymes, conical centrifuge tubes, spectrophotometer cuvettes, and filter syringes. The requested $10 fee would help to offset some of these costs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Cell Biology (BI404 and BI604)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Rationale</td>
<td>The department has recently reintroduced the wet lab portion of this course allowing faculty to incorporate the latest in fluorescence technology in the classroom experience. The wet lab requires the use of electrophoretic transfer membranes, spectrophotometer cuvettes, pre-cast polyacrylamide gels, liquid nitrogen, and other costly consumables. This fee will help offset the departmental expense.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Invertebrate Zoology (ZO430 and ZO630)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Rationale</td>
<td>This dissection course, which requires the use of preserved and live specimens, has recently been reintroduced to the biology rotation. It is not uncommon for preserved specimens to cost over $500 for the class. The requested $10 fee will help to offset some of the costs.</td>
</tr>
</tbody>
</table>
College of Health and Human Services

Human Environmental Studies

Human Environmental Studies has an approved special course fees of $50 attached to four of its food lab courses for dietetics and hospitality management. These fees help offset the high cost of food for preparation. Effective Fall 2014, the prefix on three of those courses will change. This request is simply to move the preapproved course fee from FN to its new HM counterpart. Because fees previously existed, there would be no budgetary impact.

Comparison of previous courses and new replacement courses:

<table>
<thead>
<tr>
<th>Current Course</th>
<th>Fee</th>
<th>New Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN205 – Selection and Preparation of Foods</td>
<td>$50</td>
<td>HM205 – Selection and Preparation of Foods</td>
<td>$50</td>
</tr>
<tr>
<td>FN350 – Culinary Theory and Practice</td>
<td>$50</td>
<td>HM350 – Culinary Theory and Practice</td>
<td>$50</td>
</tr>
<tr>
<td>FN416 – Quantity Food Production</td>
<td>$50</td>
<td>HM416 – Quantity Food Production</td>
<td>$50</td>
</tr>
</tbody>
</table>
## IncludED Courses

IncludED is a Follett program that provides students with single sign-on access to the University’s learning management system (Moodle) and electronic course materials from textbook publishers. This eliminates the need for the student to visit the bookstore to purchase the code, and ensures for the faculty member that all students have access to the materials on the first day of class. By attaching the cost of the code and access to the electronic materials to the course as a special course fee, students are assessed the cost at the same time as incidental fees are assessed for the course. This makes the cost eligible for financial aid and inclusion in payment plans.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Electronic Course Material</th>
<th>Publisher</th>
<th>Bookstore Price to Student</th>
<th>Special Course Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: An Artistic Expression (MU 182)</td>
<td>Connect Plus 6 month access to Kamien/Music: An Appreciation</td>
<td>McGraw-Hill</td>
<td>$119.00</td>
<td>$112.00</td>
</tr>
<tr>
<td>Music: An Artistic Expression (MU 182)</td>
<td>Connect 6 month access to Kamien/Music: An Appreciation</td>
<td>McGraw-Hill</td>
<td>$84.00</td>
<td>$75.00</td>
</tr>
<tr>
<td>*Spanish Language and Culture II (SN200)</td>
<td>Connect Plus 1 semester access to DORWICK/PUNTOS DE PARTIDA</td>
<td>McGraw-Hill</td>
<td>$87.00</td>
<td>$44.00</td>
</tr>
<tr>
<td>Human Biology (BS103)</td>
<td>Human Biology Vitalsource eBook</td>
<td>McGraw-Hill</td>
<td>$146.75</td>
<td>$63.00</td>
</tr>
<tr>
<td>Chemistry in Our World (CH180)</td>
<td>Mastering Chemistry for Introductory Chemistry for Southeast Missouri State University -- Standalone Access Card, i/e</td>
<td>Pearson</td>
<td>$110.00</td>
<td>$44.00</td>
</tr>
<tr>
<td>General Chemistry (CH185)</td>
<td>General Chemistry 7 edition, ConnectPlus code</td>
<td>McGraw-Hill</td>
<td>$146.75</td>
<td>$68.75</td>
</tr>
<tr>
<td>Foundations in Inorganic Chemistry (CH186)</td>
<td>Chemistry Connect Plus code</td>
<td>McGraw-Hill</td>
<td>$110.00</td>
<td>$68.75</td>
</tr>
<tr>
<td>The Child (CF120)</td>
<td>Child M Series ConnectPlus</td>
<td>McGraw-Hill</td>
<td>$69.00</td>
<td>$69.00</td>
</tr>
<tr>
<td>Business Communications (MG 252)</td>
<td>Business Communications Connect Code</td>
<td>McGraw-Hill</td>
<td>$68.75</td>
<td>$63.00</td>
</tr>
<tr>
<td>Business Statistics I (QM 257)</td>
<td>MyStatLab Plus for Basic Business Statistics</td>
<td>Pearson</td>
<td>$86.75</td>
<td>$65.00</td>
</tr>
<tr>
<td>Principle of Macroeconomics (EC 225)</td>
<td>MyEconLabPlus Access</td>
<td>Pearson</td>
<td>$110.00</td>
<td>$55.00</td>
</tr>
</tbody>
</table>

*Effective Summer 2014*
BOARD OF REGENTS
MOTION CONSIDERATION FORM

May 6, 2014
Open Session

I. Motion to be Considered:

Recommend approval of the following changes to Academic Programs:

- New Program – Bachelor of Science in Health Communication
- New Program – Bachelor of Science in Health Sciences
- New Minor – Communication for Health Professionals

II. Background:

Due to the growing health care field, and to bring Southeast’s health programs together, the Academic Visionary Committee proposed these and several other new programs in the health field. The Committee recognized the need for such programs, both to take advantage of Cape Girardeau being a medical “hub” and the possibilities for internship and employment opportunities for students, and to meet the needs of the region as the health care field continues to grow. This is the first set of programs to be advanced at the suggestion of the Academic Visionary Committee. The programs are designed with input from local health care professionals and are in new and developing fields of study.

New Program – Bachelor of Science in Health Communication
The Department of Communication Studies in the College of Liberal Arts is proposing a new Bachelor of Science in Health Communication program.

The B.S. in Health Communication will prepare students for careers in health, an area of robust growth nationwide and in our region. Southeast Missouri State University is situated in a medical hub for the region. However, not everyone employed by the area’s medical centers and private offices are doctors, nurses, and therapists. There are many people working to improve the health of our citizens who may never touch a patient. With the passage of the Affordable Care Act, an

Recommended By:

<table>
<thead>
<tr>
<th>Student Government</th>
<th>Chairperson X</th>
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<tr>
<td>Faculty Senate</td>
<td>Dean X</td>
</tr>
<tr>
<td>Administrative Council</td>
<td>Academic Council X</td>
</tr>
<tr>
<td>VP, Enroll. Man. &amp; Stu. Suc.</td>
<td>Provost</td>
</tr>
<tr>
<td>VP, Finance &amp; Admin.</td>
<td>President</td>
</tr>
<tr>
<td>VP, University Advancement</td>
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Board Action on:

Motion By: ____________________________ 
Second By: ____________________________ 
Vote: Yes: _____ Nays: _______

Postpone: _________________________
Amend: ____________________________
Disapprove: ________________________
Approve: __________________________
Secretary: _________________________
aging baby boomer population, and a renewed emphasis on wellness and preventative care, many new positions are being developed, such as healthcare navigators, patient advocates, health educators, and health campaign directors. This major’s core communication classes will provide students with a theoretical knowledge base, as well as practical skills for a career in health. The other courses offered within this interdisciplinary degree can appeal to students interested in a variety of areas in the healthcare arena and help them to adapt to different career opportunities. Many students come into the university only having an idea of a “meta-major”: they want to do something in healthcare. This program could provide an area of study for those students who wish to pursue a career in the health field and utilize a different skill set than traditional medical roles (doctors and nurses) to help people. Many local hospital employees are looking to advance in their careers but cannot do so until they obtain a bachelor’s degree. This major could provide an excellent option for the part-time student. This program fills a void in our region. The only university in Missouri to specifically offer health communication (as a track for its Communication Studies degree) is Missouri State. No other university in the region offers the multidisciplinary options our B.S. in Health Communication will have.

No new resources are needed to develop this program at this time.

**New Program – Bachelor of Science in Health Sciences**
The Department of Health, Human Performance, and Recreation in the College of Health and Human Services is proposing a new Bachelor of Science in Health Sciences program.

The primary focus of the Health Sciences degree is to provide an academic home for students wishing to pursue graduate education in Physical or Occupational Therapy. The degree program has two options, Pre-Physical/Occupational Therapy and General Health Sciences. The fall back for students in the Pre-Physical/Occupational Therapy Option, and some students in the Pre-Medicine program who will likely not gain admission to Medical School, is the General Health Sciences Option. Students who complete this option will be well suited to work in medical laboratories conducting general lab work.

The Spring 2014 semester enrollment report shows that there are 99 students currently enrolled at Southeast Missouri State University as Pre-Physical Therapy students. These students have to identify a second major in order to pursue a degree. Currently, there is no Pre-Physical Therapy degree, only an advising track. There is no mechanism to control entry and exit from the Pre-Physical Therapy designation; therefore, it is not possible for the University to monitor success rate in gaining admission to professional schools. The proposed program requires a student to maintain a 3.0 grade point average or the student is moved into the General Health Sciences Option. This will allow the University to monitor program graduates matriculation into a professional school. For many prospective students, the success rate is of utmost importance.

The proposed program requires no additional laboratory or library resources. There are no full-time faculty positions required. The only required additional resources are 4-6 hours of part-time faculty pay per year.
New Minor – Communication for Health Professionals
The Department of Communication Studies in the College of Liberal Arts is proposing a new minor in Communication for Health Professionals.

While health care professionals are trained to excel in making diagnoses and developing treatment plans, their training in effective communication skills is often relatively neglected. In 2002, the California Academy of Family Physicians studied 330 errors in outpatient settings reported by 50 physicians during one year. Almost one quarter of the errors were due to communication problems between physicians and patients and between physicians and nursing staff. This minor will provide students who plan to go into health professions the training in communication fundamentals that can be applied at an individual, family, professional, organizational, and societal level. Students will develop tools and approaches to improve communication with patients/clients, colleagues, organization, and public.

No new money is needed to develop this minor at this time.
Specific Format Required for a Complete Proposal

A complete proposal should contain the following information in this order and numbered this way:

1. New Program Proposal Form

Form NP
NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southeast Missouri State University - Department of Communication Studies

Program Title: Health Communication

Degree/Certificate: Bachelor of Science

Options:

Delivery Site(s): Southeast Missouri State University – Main Campus and Online. Kennett, Malden, and Sikeston Campuses pending demand.

CIP Classification (provide a CIP code): Health Communication: 09.09

Implementation Date: Fall 2014

Cooperative Partners: None

Expected Date of First Graduation: Spring 2017

AUTHORIZATION

William Eddleman, Provost
Name/Title of Institutional Officer

Signature
Date

Heather S. McMillan, Faculty Associate
Person to Contact for More Information

573-652-2317
Telephone
2. Need:

A. Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Part-Time</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>19</td>
<td>25</td>
</tr>
</tbody>
</table>

ii. Will enrollment be capped in the future? Only if demand for the program exceeds instructional capability.

B. Market Demand:

i. National, state, regional, or local assessment of labor need for citizens with these skills

In 2008, the U.S. Bureau of Labor Statistics (BLS) reported wage and salary employment in the healthcare industry was projected to grow 22 percent between 2006 and 2016. That translates into about 3 million new jobs—nearly 20 percent of the total number of jobs expected to be added to the economy over the projection's decade. While many of these jobs are for practitioners, nurses and allied health professionals, many others have duties that do not include hands-on patient care: communication consultant for healthcare providers, healthcare navigator/insurance exchange navigator, patient and family advocate and many more. These jobs can be filled by people with degrees in health communication.

The core communication classes will provide students with the theoretical knowledge base, as well as the practical skills, to adapt to many different career opportunities. The other courses offered within this interdisciplinary degree can appeal to students interested in a variety of careers specifically in the healthcare arena. The marketing and health psychology classes will give insight involved with promoting healthy habits and behavior change rather than selling a commercial product or service. The Bureau of Labor Statistics Employment expects job opportunities in the area of health campaigns to grow 14 percent from 2010 to 2020. Growth may be even greater as the need for health promotion programs is rising steadily in urban areas (mphonline.org). The medical
terminology, nutrition and community health classes will give students the skills to meet the demand for health educators. Health educators work in a variety of settings, including hospitals, doctor's offices, and non-profit organizations. Employment of health educators is expected to grow by 37 percent from 2010 to 2020, much faster than the average for all occupations. Growth will be driven by efforts to reduce healthcare costs by teaching people about healthy habits and behaviors (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 edition). The entire degree also provides an excellent foundation for further graduate study.

C. Societal Need:

General needs which are not directly related to employment
The recent passage of the Patient Protection and Affordable Care Act, as well as the aging Baby Boomer population, will result in increased need for effective health communication specialists and ensures continued job growth in this field.

D. Methodology used to determine "B" and "C" above.
The information from B and C was primarily drawn from the United States Bureau of Labor Statistics Web page, as well as the BLS Occupational Outlook Handbook. Additional information came from the Occupational Outlook Quarterly, Masters of Public Health Online, The National Institute of Health, and The University of Illinois at Urbana-Champaign.

3. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

This program fills a void in our region. The only university in Missouri to specifically offer health communication (as a track for its Communication Studies degree) is Missouri State. No other university in the region offers the multidisciplinary options our B.S. in Health Communication will have.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

No.
4. Program Structure:

Form PS
PROGRAM STRUCTURE

A. Total credits required for graduation: 120; minor required

B. Residency requirements, if any: None

C. General education (total credits): 51

General education courses (specific courses OR distribution area and credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI 100</td>
<td>3 cr.</td>
<td>PS103 or PS104</td>
<td>3 cr.</td>
<td>MC101</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EN 100</td>
<td>3</td>
<td>Living Syst</td>
<td>3 cr.</td>
<td>Physical Sys</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EN140</td>
<td>3 cr.</td>
<td>Logical Syst</td>
<td>3 cr.</td>
<td>Econ Sys</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SC105 or SC 155</td>
<td>3 cr.</td>
<td>SC 301</td>
<td>3 cr.</td>
<td>SC 335</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HL120</td>
<td>3 cr.</td>
<td>UI 345</td>
<td>3 cr.</td>
<td>UI 352</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UI 412</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

D. Major requirements (total credits): 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 301</td>
<td>3 cr.</td>
<td>SC 335</td>
<td>3 cr.</td>
<td>SC 001</td>
<td>0 cr.</td>
</tr>
<tr>
<td>SC 215</td>
<td>3 cr.</td>
<td>SC 483</td>
<td>3 cr.</td>
<td>CF 124 or CF 235</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SC320 or SC510</td>
<td>3 cr.</td>
<td>UI 425 or SC 560</td>
<td>3 cr.</td>
<td>HA585</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HL113</td>
<td>3 cr.</td>
<td>HL320</td>
<td>3 cr.</td>
<td>PY 555</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HL 4xx</td>
<td>3 cr.</td>
<td>HA300</td>
<td>3 cr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Free elective credits (sum of C, D, & E should equal A): 30 (part of which would be devoted to the required minor—or to a second major for students who wished to double major in lieu of a minor)

F. Requirements for thesis, internship or other capstone experience: 3 credit hour internship

G. Any unique features such as interdepartmental cooperation: Cooperation among the departments/programs of Communication Studies; Psychology; Management and Marketing; Nursing; Health, Human Performance, and Recreation; Political Science, Philosophy, and Religion.

NEW COURSES TO BE DEVELOPED FOR MULTIPLE PROGRAMS
SC 301 – Foundations of Health Communication
5. Financial Projections (for public institutions only): Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

**Form FP**

**FINANCIAL PROJECTIONS**

1. Expenditures:
   A. One time:
      * New/renovated space
      * Equipment
      * Library
      * Consultants
      * Other
      **Total one time expenditures (A):**

      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
      |--------|--------|--------|--------|--------|
      | 0      | 0      | 0      | 0      | 0      |

   B. Recurring:
      * Faculty
      * Staff
      * Benefits
      * Equipment
      * Library
      * Other
      **Total recurring expenditures (B):**

      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
      |--------|--------|--------|--------|--------|
      | 0      | 0      | 0      | 0      | 0      |

      **TOTAL EXPENDITURES (A + B):**

      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
      |--------|--------|--------|--------|--------|
      | 0      | 0      | 0      | 0      | 0      |

2. Revenues:
   A. State Aid – CBHE*
   B. State Aid – DESE*
   C. Tuition/Fees
   D. Institutional Resources
   E. Other

   **TOTAL REVENUES:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>35,122</td>
<td>71,902</td>
<td>125,119</td>
<td>165,740</td>
<td>208,208</td>
</tr>
</tbody>
</table>

* Please provide a brief description of the nature of the state aid. Is "new" money requested or is "old" money going to be used? What is the nature of the "old" money?

No new money is requested.
6. Program Characteristics and Performance Goals: For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

**Form PG**

**PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>Southeast Missouri State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name:</td>
<td>Health Communication (Degree Awarded: Bachelor of Science)</td>
</tr>
<tr>
<td>Date:</td>
<td>August 2014</td>
</tr>
</tbody>
</table>

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

**Student Preparation**
- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
- Characteristics of a specific population to be served, if applicable

*No specific admission procedures or student qualifications beyond standard university admissions are required.*

**Faculty Characteristics**
- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate

*A faculty member in the Department of Communication Studies has recently completed graduate work in health communication and is qualified to develop and teach SC 300: Foundations of Health Communication. She was also essential in the development of this proposal and envisioning the future of health studies at Southeast. Anyone teaching the course should have formal training in the subject area. No other specific training or degree is required beyond the basic requirements of the university and the other departments involved.*

- Estimated percentage of credit hours that will be assigned to full-time faculty. Please use the term "full-time faculty" (and not FTE) in your descriptions here.

*Some of the university studies courses may be taught by part-time faculty, but all of the major's core courses will have 100% of instruction from full-time faculty. Providing for an additional full-time RNTT faculty member in the future would be advised to ensure delivery of courses in the program supportive of the degree. Additional faculty would be based upon departmental growth in majors and simultaneous loss of full-time faculty lines.*
• Expectations for professional activities, special student contact, teaching/learning innovation
  Faculty should pursue regular, ongoing professional development activities. Since these areas of health communication are quite dynamic and continuously evolving, faculty will need to stay current in the field. Faculty should also be mindful of grant opportunities and pursue those when warranted.

Enrollment Projections
• Student FTE majoring in program by the end of five years
  90
• Percent of full-time and part-time enrollment by the end of five years
  84% full-time; 16% part-time

Student and Program Outcomes
• Number of graduates per annum at three and five years after implementation
  At the end of the three years, the number of graduates would be small, perhaps no more than 5. However, at the end of five years, we expect a healthy number of graduates, in the 15-20 range. We expect to have good retention for this program.
• Special skills specific to the program
  None
• Proportion of students who will achieve licensing, certification, or registration
  Not applicable
• Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
  No national assessments will be used. We expect 80% of our students to show proficiency on the University Writing Proficiency Assessment and to have averages on the MAPP II test that exceed the University average.
• Placement rates in related fields, in other fields, unemployed
  We expect to have 80% of our students placed in jobs or graduate programs relating to this field.
• Transfer rates, continuous study

Program Accreditation
• Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.
  Currently, there is no accrediting body.

Alumni and Employer Survey
• Expected satisfaction rates for alumni, including timing and method of surveys
  In addition to informal data gathering at exit interviews, alumni surveys will be conducted using the Alumni Association database. Online surveys will be conducted at the end of five years to determine satisfaction with the undergraduate degree program. For those students who matriculated to graduate and professional programs, the
The expected satisfaction rate is >90%. For those who did not matriculate to graduate and professional programs, the expected satisfaction rate is >75%.

- Expected satisfaction rates for employers, including timing and method of surveys

Because we will have consulted with the major medical centers in our area upon beginning this program, we will consult with them again at the end of five years to see if they now employ any of our graduates and if they feel the graduate was well served by the program. Both qualitative and quantitative research will be done through personal interviews with direct supervisors, as well as online surveys for administrators. The expected satisfaction rate is >90%.

7. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

Currently, there is no accrediting body for a program of this type.

8. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The university is situated in a medical hub for the region. However, not everyone employed by the area’s medical centers and private offices are doctors, nurses and therapists. There are many people working to improve the health of our citizens who may never touch a patient. This program would provide the skills needed to perform in these very important positions which directly impact the quality of care as well as the cost of care, ideally enhancing quality and patient satisfaction while reducing costs via greater efficiency.

Many students come into the university only having an idea of a “meta-major”: they want to do something in healthcare. This program could provide an area of study for those students who wish to pursue a career in the health field and utilize a different skill set than traditional medical roles (doctors and nurses) to help people.

We also have many hospital employees who are looking to advance in their careers but cannot do so until they obtain a bachelor’s degree. This program could provide an excellent option for the part-time student.

9. Any Other Relevant Information: The University’s Academic Visionary Committee has found evidence consistent with the Bureau of Labor Statistics Occupational Outlook Handbook (and other sources cited above) that numerous job openings will exist for individuals trained in health communication.
Specific Format Required for a Complete Proposal

A complete proposal should contain the following information in this order and numbered this way:

1. New Program Proposal Form

Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southeast Missouri State University – Department of Health, Human Performance, & Recreation

Program Title: Health Sciences

Degree/Certificate: Bachelor of Science

Options: Health Sciences
- Pre-Physical/Occupational Therapy
- General Health Sciences

Delivery Site(s): Southeast Missouri State University – Main Campus and Online. Kennett, Malden, and Sikeston Campuses pending demand.

CIP Classification (provide a CIP code): Health Sciences: 51.0

Implementation Date: Fall 2014

Cooperative Partners: None

Expected Date of First Graduation: Spring 2017

AUTHORIZATION

William Eddleman, Provost
Name/Title of Institutional Officer
Signature
Date

Heather S. McMillan, Faculty Associate
Person to Contact for More Information
573-652-2317
Telephone
2. Need:
   
   A. Student Demand:
      
      i. Estimated enrollment each year for the first five years for full-time and part-time students

      Form SE
      STUDENT ENROLLMENT PROJECTIONS

      | Year | 1  | 2  | 3  | 4  | 5  |
      |------|----|----|----|----|----|
      | Full-Time | 13 | 20 | 23 | 27 | 30 |
      | Part-Time  | 0  | 5  | 5  | 5  | 5  |
      | TOTAL      | 13 | 25 | 28 | 32 | 35 |

      ii. Will enrollment be capped in the future? No

   B. Market Demand:
   
   i. National, state, regional, or local assessment of labor need for citizens with these skills

   Southeast Missouri State University has over 100 students currently enrolled who list as one of their majors Pre-Physical Therapy. Pre-Physical Therapy, as well as Pre-Occupational Therapy, are advising tracks and not majors, meaning that the students must identify a second program or degree granting major. Students interested in Physical Therapy and Occupational Therapy will have to matriculate to professional programs at other institutions. According to the United States Bureau of Labor Statistics the growth rate for jobs in these fields are 29% or greater through 2020.

   In addition to attracting incoming Pre-Physical and Pre-Occupational Therapy students into the program, this program will also attract students who are currently majoring in Biomedical Sciences. This program is not designed to draw Biomedical Sciences students seeking medical school away from this program, rather to attract those who are not likely to meet the requirements for medical school. The students in the General Health Sciences option would be prepared for graduate study or to enter into occupations requiring laboratory skills.

   Projected job growth rate for other potential occupations associated with this degree program:

   - Occupational Health and Safety – 0-9%
   - Clinical Laboratory Technologists – 10-19%
   - Chemical Technicians – 7%
Projected growth rate for fields in which students may seek graduate or professional study after completion of this degree program:
Epidemiologists – 20-28%
Chiropractors – 20-28%
Physician’s Assistant – 29% or faster

C. Societal Need:

General needs which are not directly related to employment
There is a growing need for trained individuals in the field of health education and health services. With an aging population the need for allied health personnel is increasing rapidly as is indicated by the projected job growth in these fields.

D. Methodology used to determine "B" and "C" above.


3. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

The proposed program is unique in structure. The University of Missouri has a Bachelor of Health Sciences degree, but the structure of that program is less defined than the proposed program. Therefore, the focus of this program is different from that of The University of Missouri.

St. Louis University offers an undergraduate Health Sciences major which is somewhat similar to the proposed program. The differences are the St. Louis program is also a Pre-Medicine pathway and is also the sole pathway for entry into their professional programs in Physical and Occupational Therapy.

Truman State University has a Health Sciences degree program which functions as a Pre-Medicine track, as well as Health Administration and Pre-Physician Assistant tracks. Truman State’s track in Pre-Occupational Therapy holds the greatest similarity to the proposed program. In each case the proposed program requires more biology and chemistry than the Truman Health Science program.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

No.
### 4. Program Structure:

#### Form PS

**PROGRAM STRUCTURE**

| A. Total credits required for graduation: | 131-134 |
| B. Residency requirements, if any:       | None    |
| C. General education (total credits):    | 53      |

General education courses (specific courses or distribution area and credits):

<table>
<thead>
<tr>
<th>UI 100</th>
<th>3 cr.</th>
<th>EN 100</th>
<th>3 cr.</th>
<th>Artistic Exp</th>
<th>3 cr.</th>
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</thead>
<tbody>
<tr>
<td>Literary Exp</td>
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<td>SC 155</td>
<td>3 cr.</td>
<td>EN 140</td>
<td>3 cr.</td>
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<tr>
<td>BI 151/FN 235</td>
<td>3 cr.</td>
<td>MA 134</td>
<td>3 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 181/185 Major Civ</td>
<td>3 cr.</td>
<td>Econ Sys</td>
<td>3 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 103/104 Social Sys</td>
<td>3 cr.</td>
<td>UI 3xx</td>
<td>3 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI 3xx</td>
<td>3 cr.</td>
<td>UI 4xx</td>
<td>3 cr.</td>
<td></td>
<td></td>
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</tbody>
</table>

D. Major requirements (total credits):

**Core Requirements (51 credit Hours)**

<table>
<thead>
<tr>
<th>BI 153</th>
<th>4 cr.</th>
<th>BI 154</th>
<th>4 cr.</th>
<th>BS 113</th>
<th>4 cr.</th>
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</thead>
<tbody>
<tr>
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<td>HL 113</td>
<td>3 cr.</td>
<td>HL 120</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PY 220</td>
<td>3 cr.</td>
<td>PY 271/HS 242</td>
<td>3 cr.</td>
<td>PY 466/440</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HL 105</td>
<td>2 cr.</td>
<td>FN 530</td>
<td>3 cr.</td>
<td>CH 186</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CH 187</td>
<td>2 cr.</td>
<td>PH 120</td>
<td>5 cr.</td>
<td>PH 121</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

Pre-Physical/Occupational Therapy Option (27 credit hours)

<table>
<thead>
<tr>
<th>FN 255</th>
<th>3 cr.</th>
<th>HL 251</th>
<th>3 cr.</th>
<th>HL 265</th>
<th>3 cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL 321</td>
<td>3 cr.</td>
<td>HL 322</td>
<td>3 cr.</td>
<td>HL 323</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HL 331</td>
<td>3 cr.</td>
<td>HL 444</td>
<td>3 cr.</td>
<td>HL 511</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

General Health Sciences Option (30 credit hours)

<table>
<thead>
<tr>
<th>BI200</th>
<th>3 cr.</th>
<th>BI 472</th>
<th>2 cr.</th>
<th>CH341</th>
<th>4 cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychosocial electives (300-500 level)</td>
<td>9 cr.</td>
<td>Physical Rehab. electives</td>
<td>9 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 342</td>
<td>1 cr.</td>
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<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>BI472</td>
<td>2 cr.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
E. Free elective credits  
   (sum of C, D, & E should equal A):  
   \[0\]

F. Requirements for thesis, internship or other capstone experience:  
   General Health Sciences – 2 credit hour internship (BI472)

G. Any unique features such as interdepartmental cooperation:  
   Cooperation among departments of Biology and Health, Human Performance and Recreation

**PHYSICAL REHABILITATION ELECTIVES**

- FN 255 Nutrition I  
  3
- FN 530 Pathophysiology  
  3
- HL 251 Introduction to Athletic Injuries  
  3
- HL 265 Therapeutic Modalities  
  3
- HL 321 Advanced Injury Assessment I  
  3
- HL 322 Advanced Injury Assessment II  
  3
- HL 323 Advanced Injury Assessment III  
  3
- HL 331/031 Exercise Physiology  
  3
- HL 444 Rehabilitation of Sports Injury  
  3
- HL 511 Applied Anatomy  
  3

**PSYCHOSOCIAL ELECTIVES**

- AN 101 Observing Other Cultures  
  3
- PY 362 Learning and Memory  
  3
- PY 525 Maturity and Aging  
  3
- PY 555 Health Psychology  
  3
- SO 102 Society, Culture, and Social Behavior  
  3

**NEW COURSES TO BE DEVELOPED FOR THIS PROGRAM**

HL 105 – Introduction to Allied Health Professions  
2

**NEW COURSES TO BE DEVELOPED FOR MULTIPLE PROGRAMS**

HL 4xx – Principles of Health Promotion  
3
5. Financial Projections (for public institutions only): Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

**Form FP**

**FINANCIAL PROJECTIONS**

1. **Expenditures:**

   A. **One time:**
      * New/renovated space
      * Equipment
      * Library
      * Consultants
      * Other

   **Total one time expenditures (A):**
   
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

   B. **Recurring:**
      * Faculty
      * Staff
      * Benefits
      * Equipment
      * Library
      * Other

   **Total recurring expenditures (B):**
   
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

   **TOTAL EXPENDITURES (A + B):**
   
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. **Revenues:**

   A. State Aid – CBHE*
   B. State Aid – DESE*
   C. Tuition/Fees
   D. Institutional Resources
   E. Other

   **TOTAL REVENUES:**
   
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>91,318</td>
<td>158,185</td>
<td>183,998</td>
<td>218,475</td>
<td>246,765</td>
</tr>
</tbody>
</table>

* Please provide a brief description of the nature of the state aid. Is "new" money requested or is "old" money going to be used? What is the nature of the "old" money?

   No new money is requested
6. Program Characteristics and Performance Goals: For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Form PG
PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Southeast Missouri State University
Program Name: Health Sciences
Date: August 2014

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation
- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
  No specific admission procedures or student qualifications. Students will have to maintain an overall grade point average of 3.0 to be retained in the Pre-Physical/Occupational Therapy Option.
- Characteristics of a specific population to be served, if applicable
  Students who are seeking bachelor’s degree in a health/medical field.

Faculty Characteristics
- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate
  No specific training or degree other than basic requirements of the University and departments involved.
- Estimated percentage of credit hours that will be assigned to full-time faculty. Please use the term "full-time faculty" (and not FTE) in your descriptions here.
  The core courses will have 100% of instruction from full-time faculty. Courses in the Pre-
  Physical/Occupational Therapy Option will have 100% of instruction from full-time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation
  No specific activities for this program.

Enrollment Projections
- Student FTE majoring in program by the end of five years
  98.75
- Percent of full-time and part-time enrollment by the end of five years
  95% full-time, 5% part-time
Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation
  At the end of three years the number of graduates would be small, likely less than 10. At the end of five years one would expect a healthy number of graduates, likely in the 30-35 range. This is dependent on the number of students who will be retained in the program by the Pre-
  Physical/Occupational Therapy Option. The projected enrollment reflects an expected attrition rate due to this requirement.
- Special skills specific to the program
  None
- Proportion of students who will achieve licensing, certification, or registration
  Not applicable
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
  No national assessments are to be used. Expected performance on University Writing Proficiency Assessment, 80% of students show proficiency or higher. Average MAPP II test scores for students in this program are expected to exceed the University average.
- Placement rates in related fields, in other fields, unemployed
  For those students completing the Pre-Physical/Occupational Therapy Option, the expected placement rate into graduate/professional programs is 85-90%.
- Transfer rates, continuous study
  The primary purpose of the Pre-Physical/Occupational Therapy option is to prepare students for matriculation into graduate or professional school. Therefore we expect a placement rate of 85-90% from this option.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline.
  If there are no plans to seek specialized accreditation, please provide reasons.
  No accreditation body

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
  Alumni surveys will be conducted using the Alumni Association database. Online surveys will be conducted at the end of five years to determine satisfaction with the undergraduate degree program. For those students who matriculated to graduate and professional programs the expected satisfaction rate is >90%. For those who did not matriculate to graduate and professional programs the expected satisfaction rate is >75%.

- Expected satisfaction rates for employers, including timing and method of surveys
  Since it is expected that the majority of students completing this program will matriculate into graduate or professional school a survey of employers would not likely yield useful data. The data gathered from employers would be confounded by the graduate or professional education. Therefore there are no plans for employer satisfaction surveys.
7. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

There is no accrediting body for a program of this type.

8. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The University has a great number of students who enroll hoping to enter allied health fields. Some of these fields require graduate or professional school, such as physical and occupational therapy. The Athletic Training Education Program offers courses which will offer an excellent foundation for students who study further in Physical and Occupational Therapy programs.

Other programs at Southeast Missouri State University, such as Nursing, have a great number of applicants for a limited number of openings in classes. Therefore, students who wished to go into an allied health field are left without a program to fit their needs. This program is designed to provide an area of study for those who wish to stay in the health field.

Southeast Missouri State University has a growing enrollment, with a large number of Pre-Professional students seeking further study in chiropractic, prosthetics, optometry, and a number of other fields. This program provides an alternative for these students.

9. Any Other Relevant Information:
FORMAT FOR PROPOSED MINOR

Department(s) of: Communication Studies  New  Fall 2014
Title of Minor: Communication for Health Professionals

Goals and Objectives:

1. Goals:
   A. To help students understand the theoretical bases for understanding social interactions in health care settings
   B. To help students integrate communication knowledge and skills as health professionals

2. Objectives:
   A. To provide students with insight into how theoretical and experimental information concerning health communication can be applied at an individual, family, professional, organizational, and societal level
   B. To provide students with tools and approaches to improve communication with their patients/clients, colleagues, and organization

Competencies, Knowledge of Skills to be Achieved:
A. Students should identify strategies for generating successful or beneficial health-related communication, as well as recognize problematic communicative trends.
B. Students should develop and be prepared to demonstrate effective written and oral communication in social, cultural, interpersonal, and clinical contexts.

Structure of the Degree and Minor:
Prerequisites: SC105: Fundamentals of Oral Communication OR SC155: Interpersonal Communication

Requirements: 12 credits
SC215: Intercultural Communication (3)
SC301: Foundations of Health Communication (3)
SC355: Relational Communication (3)
UI345: Nonverbal Communication (3)

Electives: 6 credits
Choose from:
SC314: Argumentation and Problem Solving (3)
SC335: Interviewing Principles and Practices (3)
SC360: Experiential Communication Projects (1-3)
SC406: Negotiation and Conflict Management (3)
UI425: Persuasion (3)
SC510: Leadership and Team Building (3)

Total Credit Hours: 18
PROGRESS REPORT – Contracts and Facilities Management Projects

Part I – Contracts and/or Purchase Orders in Excess of $100,000

The following contract(s) and/or purchase order(s) in excess of $100,000 for which provisions have been made in the annual operations or capital budgets or designated fund balances of the University or subsequent projects approved by the Board of Regents were executed:

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>VENDOR</th>
<th>DESCRIPTION</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boiler Plant Stair &amp; Exterior Improvements –</td>
<td>Gregory Construction, Inc.</td>
<td>$263,734</td>
<td></td>
</tr>
<tr>
<td>Equipment Demolition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kent Library Passenger Elevator and</td>
<td>Zoellner Construction Co., Inc.</td>
<td>$288,350</td>
<td></td>
</tr>
<tr>
<td>Restroom Renovations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorial Hall Renovations</td>
<td>Zoellner Construction Co., Inc.</td>
<td>$1,394,000</td>
<td></td>
</tr>
</tbody>
</table>

Part II – Facilities Management Change Orders
in Excess of $20,000 or 15% of Project Cost

The following change order(s) in excess of $20,000 or 15% of project cost were executed:

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>VENDOR</th>
<th>DESCRIPTION</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Hall Asbestos Abatement</td>
<td>Midwest Environmental</td>
<td>Remove additional 1831 square feet of carpet, glue and asbestos containing mastic.</td>
<td>$2,700</td>
</tr>
<tr>
<td>River Campus Academic &amp; Residence Center</td>
<td>River City Construction, LLC</td>
<td>Change sound doors and use Danix for drywall taping and painting; add (3) steel tube lintels above the exterior storefront in the dining area; modify steel at East façade storefront; revise commercial kitchen rough-in items; add details on the kitchen casework (POS station and flatware rack); add steel at 3 pilasters on north elevation; modify tech drawings per University IT department; relocate the construction fence to accommodate Morgan Oak partial road closure; add and revise door hardware to match access control technology drawings;</td>
<td>$363,504</td>
</tr>
<tr>
<td>PROJECT</td>
<td>VENDOR</td>
<td>DESCRIPTION</td>
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<tr>
<td></td>
<td></td>
<td>remove fireproofing not required by code at basement and mezzanine level; relocate basement floor drain; add electronic access control hardware; revise sewer system due to unforeseen conditions; add timers to all ranges in lounges; revise breaker size at laundry; revise tile in locker room showers to mosaic tile to allow for sloping floor; overtime costs on brick installation to make up for bad weather; revise elevator steel and power; install floor fill at restrooms; add door into office 108; add shaft bottoms and dampers between levels 1 and 2; change to gyp board to improve building acoustics; add acoustical rating between hallway and units on level 2; modify residential floor ceilings.</td>
<td></td>
</tr>
</tbody>
</table>

Part III – Facilities Management Capital Projects Update Report

A. **STATE FUNDED CAPITAL IMPROVEMENT PROJECTS**

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>STATUS</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

B. **LOCAL FUNDED AND MAINTENANCE & REPAIR CAPITAL IMPROVEMENTS OVER $50,000**

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Construction Contract 2013</td>
<td>Rust House repairs – Completion of punch list items anticipated May 2, 2014</td>
</tr>
<tr>
<td>2. General Electrical Contract 2013</td>
<td>Project complete and under warranty.</td>
</tr>
<tr>
<td>5. Conversion of Central Boiler from Coal to Natural Gas (10413)</td>
<td>Project complete and under warranty.</td>
</tr>
<tr>
<td>PROJECT</td>
<td>STATUS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7. Academic Hall Renovation (10466)</td>
<td>Project is in warranty. Additional furniture items continue to be ordered.</td>
</tr>
<tr>
<td>10. Horticulture Incubator Lab - Kennett Regional Campus (10526)</td>
<td>Construction documents in progress. MEP design work was completed April 25, 2014.</td>
</tr>
<tr>
<td>11. Transportation Nexus (10562)</td>
<td>Project complete and under warranty.</td>
</tr>
<tr>
<td>12. River Campus Academic &amp; Residence Center (10575)</td>
<td>Brickwork 95% complete as of April 18, 2014. Tile floors began April 14, 2014. Resin bathroom floors on top two floors are underway. Casework is being delivered, storefronts, and window installation has begun.</td>
</tr>
<tr>
<td>15. Dempster Hall Roof Replacement (10590)</td>
<td>Work is complete, a final punch list inspection occurred on April 3, 2014.</td>
</tr>
<tr>
<td>18. Tennis Complex Renovations (10615)</td>
<td>Final drawings and specs under review. Project to be bid April 2014.</td>
</tr>
<tr>
<td>19. High Ropes Course (10630)</td>
<td>Project complete; awaiting final billing.</td>
</tr>
<tr>
<td>20. Sikeston Irrigation (10647)</td>
<td>Project on hold pending funding verification.</td>
</tr>
<tr>
<td>21. Girardot Center Renovations (10656)</td>
<td>Substantially complete. Contractor working to finish punch list items.</td>
</tr>
<tr>
<td>24. Creative Labs Incubator (10676)</td>
<td>Notice of Award issued to KAI for design services. Project is to be completed by January 2015.</td>
</tr>
</tbody>
</table>
### Part IV – Other Capital Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Vendor</th>
<th>Description</th>
<th>Value</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>PROJECT</th>
<th></th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Towers Central Complex HVAC Upgrades (10693)</td>
<td>Project is out to bid. Project to be completed Summer 2014.</td>
</tr>
</tbody>
</table>
The attached report outlines the background information and talking points which were used when members of the Southeast Missouri State University faculty and staff discussed federal project initiatives with various federal agencies during a trip to Washington, D.C. the week of March 17-21, 2014.
Development of an Integrated Beef Research Consortium in Southern Missouri
SOUTHEAST MISSOURI STATE UNIVERSITY
Dr. Michael Aide

Background
Imagine southern Missouri having a cooperative relationship involving Southeast Missouri State University, local veterinarians, Missouri Cattlemen’s Association, the Missouri Department of Agriculture, the University Missouri Extension, and associated agribusinesses to focus on beef production, beef technology attainment, producer education, international market expansion and explicit entrepreneurship experiences for undergraduates and agribusiness professionals in animal science. Further imagine small scale beef producers having a local beef production/research center focused on profitable high quality beef production management with an emphasis on international export.

Missouri is the second largest state in the USA for both the number of farms and cow-calf production. The problem in southeastern Missouri is quite simple; currently no locally based animal science professional outreach program exists. Small scale beef producers have critical needs for a comprehensive and focused beef-oriented program to yield value-added beef products to the marketplace coupled with expanded domestic and international markets. Beef producers must have the intellectual resources to experience emerging technologies first-hand, and then move forward by adopting these emerging beef production technologies and coordinated/pragmatic marketing solutions to improve customer acceptance.

Project Description
Southeast Missouri State University has recently developed the David M. Barton Agriculture Research Center (DMBARC) as a teaching auxiliary to support the undergraduate animal science program. The DMBARC is the only beef oriented teaching/demonstration community resource in southeastern Missouri. This proposal permits this facility to become a regional center for beef studies, beef professional outreach, and beef marketing by combining the resources of all of the beef industry stakeholders in Missouri, with a single vision of developing Missouri beef as the world standard. Additionally, Southeast Missouri State University has entered into a consortium involving Missouri State University, Truman University, Northwest Missouri State University, and University of Central Missouri to offer online instruction. Thus, the intellectual resources of these universities will be available via tailored online instructional formats to beef producers across Missouri.

Southeast Missouri State University and the University of Missouri Cooperative Extension will provide the leadership in beef production and beef technology attainment. The Missouri Cattlemen’s Association will provide statewide contacts to guarantee producer involvement and Southeast Missouri State University will provide the expertise in entrepreneurship via the Douglas C. Greene Center for Innovation and Entrepreneurship. The Missouri Department of Agriculture has vested responsibility to expand domestic and international markets for agriculture products, including beef and beef products. Southeast
Missouri State University will work cooperatively with the University of Missouri Cooperative Extension to coordinate event planning.

The David M. Barton Agriculture Research Center is a traditional agriculture facility specializing in cow-calf operation, complete with a new semi-confined beef research facility with adjacent rotational (paddock) pasturage. The new animal pavilion is a 60' by 80' structure equipped with a corral and head shoot for animal health evaluation and performing reproduction. The beef herd is a 60 head, mixed breed (primarily Angus) cow-calf operation. Current beef research focuses on time-breeding studies and reproductive physiology, genetics of food animal improvement, ruminant nutrition, and beef production management.

The David M. Barton Agriculture Research Center requires modification of the semi-confinement beef research center to include seating and lavatory facilities to accommodate lectures and emerging technology demonstrations. Thus, this comparatively small investment permits the existing multi-million dollar facility to assume a greatly expanded regional role to augment Missouri's beef industry.

**Project Benefits**

The development of a multi-faceted, multi-stakeholder approach to promote profitable beef production in southern Missouri, along with individual producer business modernization, replaces a system where individual beef producers simply take beef to the local processor. The physical infrastructure largely exists with the development of the David M. Barton Agriculture Research Center. Southeast Missouri State University is the lead partner with support from local veterinarians, the Greene Center for Innovation and Entrepreneurship, the Missouri Cattlemen’s Association, the Missouri Department of Agriculture, the University of Missouri Extension, and associated agribusinesses. Planning and implementation will be developed and implemented by the stakeholders, with leadership provided by the University of Missouri Cooperative Extension and Southeast Missouri State University.

One key to rural prosperity in southern Missouri requires many of the relatively small beef farms to acquire greater business acumen, adopt emerging technology, and experience first-hand beef management systems so that Missouri beef becomes the prized commodity for consumption, both nationally and internationally. All of the key pieces for propelling Missouri beef exist; however, key components are not effectively utilized. This project provides the unified operating framework to develop a coordinated program for beef producer education and market development.
Development of a Crop Science Curriculum
Integrating Zero-Nutrient Off-Site Transport with Farm Profitability
SOUTHEAST MISSOURI STATE UNIVERSITY
Dr. Michael Aide

Background
Southeast Missouri State University has created the Crop Science Unit (CSU) at the David M. Barton Agriculture Research Center (DMBARC) and devoted its resources and infrastructure development to providing solutions to the nitrate transport problem while guaranteeing farm profitability. Our controlled subsurface irrigation/drainage infrastructure, coupled in series with NO3-N reduction bioreactors, is capable of reducing tile drainage effluent NO3-N concentrations well below target levels.

The United States Environmental Protection Agency's (EPA's) maximum contamination level for nitrate-N is 10 mg/L. Groundwater and surface water nitrate levels exceeding this concentration are ubiquitous. Nitrogen (N) non-point sources commonly include watersheds having N-fertilized row crops, forages, and suburban areas where the N runoff to tributaries potentially contributes to hypoxia in the Gulf of Mexico. Across the Midwest and Mid-South subsurface tile drainages increase the nitrate transport from agricultural land.

Currently the CSU has five production years of soil and water data assessing the influence of cropping patterns, nitrogen fertilization rates and timing, placement of cover crops, and soil de-nitrification rates because of imposed anaerobic soil conditions on the nutrient uptake patterns of corn/soybeans. And by adjoining the results of these investigations with soil and water data, we will be positioned to propose management protocols for the controlled subsurface drainage/irrigation system that will serve to limit nitrate effluent concentrations.

Project Description
Management of the subsurface controlled drainage/irrigation infrastructure, coupled with associated nitrate reducing bioreactors, and the employment of cover crops and fertilization protocols for corn/soybeans will effectively mitigate nitrate bearing effluents from entering surface water environments. This project will serve to develop an inductively coupled plasma emission spectrometer – mass spectrometer (ICP-MS) laboratory to determine traces of elemental water concentrations within the drainage-bioreactor system to fully characterize this technology. It will also serve to optimize the reduction/sequester of NO3-N. We also desire to develop of an electronic soil-water sensor array system for the CSU to obtain real-time spatial and soil depth water activity assessment to create flow-path streamlines for monitoring water transport throughout the drain-irrigation-bioreactor system.

The crop science unit (CSU) is a 40 ha- (100 Acre) graded field having a USDA-designed subsurface, controlled drainage-irrigation management system. In Spring 2014 two USDA-designed bioreactors will be installed to sequester nitrate-N and PO4-P from the tile-drain effluent. Additionally, the CSU has USDA-designed riparian corridors to limit nutrient
migration to fluvial systems. Current research has led to our ability to limit the nitrate-N in the drainage effluent via activities involving cropping systems, nitrogen fertilizer management, cover crops, and the use of urease inhibitors. Thus, the CSU has the largest and most studied subsurface drainage-irrigation system in the United States and is poised to assume national leadership in mitigating nutrient transport from agricultural fields to the nation's surface water resources.

In 2011, Southeast Missouri State University and USDA-NRCS signed a Memorandum of Agreement to collaborate on addressing national water-nutrient issues using the resources of the CSU. Also in 2011, Southeast Missouri State University and Lincoln University signed a Memorandum of Understanding to cooperate broadly on curriculum development and research efforts, including soil-water research at the CSU. Recently, the College of Science, Technology and Agriculture at Southeast Missouri State University has agreed to cooperate in developing the David M. Barton Agriculture Research Unit as an auxiliary for college-wide research collaboration in designing research that will lead to an understanding of the bioreactor dynamics in sequestering nitrate-N. Currently, we are developing research methodology to investigate bioreactor dynamics and develop methods of best use to promote both farm profitability and environmental stewardship.

**Project Benefits**
This project provides a means to establish a research paradigm involving USDA, Lincoln University, and Southeast Missouri State University to design research at the David M. Barton Agriculture Research Center. This collaborative effort will serve to limit nutrient flow off-site using emerging technologies and substantially address the issue of hypoxia in the Gulf of Mexico.

The infrastructure for limiting nutrient-bearing effluent from controlled subsurface drainage/irrigation systems exists in the crop science unit of the David M. Barton Agriculture Research Center. With the commitment of USDA, and Lincoln University's intellectual capital, we will be able to design experiments that authenticate this technology to improve water quality. We seek to obtain field and laboratory technology to provide real-time soil water activity and nutrient concentrations to monitor the progression of our experimental designs.
Development of Horticulture as an Entrepreneurship Learning Community
SOUTHEAST MISSOURI STATE UNIVERSITY
Dr. Michael Aide

Background
Horticulture is the science, technology and business of intensive plant production and maintenance intended for consumption, environmental benefit and aesthetics. Non-food production may include plant conservation, landscape restoration, landscape and garden design/construction/maintenance, and arboriculture. Horticulturists aim to improve plant propagation and cultivation with as a means to improving plant growth, yields, quality, nutritional value, and resistance to insects, diseases, and environmental stresses.

The pre-eminent vehicle for promoting food security, abate hunger and technology utilization is the explicit teaching and application of entrepreneurship. Entrepreneurship is the act where an individual assumes the development of innovations or introduces new services or products. New enterprises established to create new products or services need to be rooted in finance and business acumen in order to be successful. Coupling food and non-food horticulture with entrepreneurship potentially creates an entire array of new business ventures for small-scale producers of high value horticulture products. The development of a new curricular vision in horticulture with the explicit teaching of entrepreneurship is the focus of the project.

Missouri has a large horticulture industry; however, the number of students entering university study in horticulture is small relative to the career needs of industry. One aspect is the perception/reality that horticulture curriculums tend to be academically oriented to producer horticulture scientists, thus creating the impression/reality that career options are relatively limited.

Project Description
The solution to attracting a new generation of horticulture students partially rests with creating a horticulture curriculum that prepares students for mid-level careers in existing horticulture industries. An additional solution is to create a class of horticulture entrepreneurs who will provide services/products for corporate retailers of horticulture products or initiate their own wholesale or retail businesses. Thus, preparing students for the dynamics of the current workforce is imperative.

A second important solution involves our existing partnership with Lincoln University and assisting Lincoln Extension with extending entrepreneurship programs and horticulture business startups to underserved populations. In 2011, Southeast Missouri State University and Lincoln University signed a Memorandum of Understanding to cooperate broadly on curriculum development and research efforts, including permitting Lincoln University to have full access to the agriculture facilities of Southeast Missouri State University.

This project will provide a means to produce a modern horticulture curriculum that meets the needs of the horticulture industry and is also attractive to a wider array of students will require Southeast Missouri State University to:
• Develop an entrepreneurship component across the curriculum using the resources of the Douglas C. Greene Center for Innovation and Entrepreneurship. The Douglas C. Greene Center for Innovation and Entrepreneurship assists in the development of strategies, policies and programs that connect innovation and entrepreneurship, with a special emphasis on the competitiveness and vitality of the agriculture sector.

• Reconfigure the existing infrastructure for the explicit instruction of the multiple aspects of entrepreneurship. The Charles L. Hutson Horticulture Greenhouse Complex consists of a climate-controlled three-bay glass greenhouse and head-house. The Charles J. Nemanick Alternative Agriculture Garden features Native Plant Garden, food and vegetable gardens, Production Nursery Area, a trellis orchard, viticulture, turf and bramble operations, and a large-scale compost facility. One critical need is to create an associated structure for the retail sale of horticulture products to the university community, giving students actual experiences in retail/wholesale commerce.

• Secure and implement business models that promote profitability and the incorporation of production efficiency using emerging technologies.

• Develop an assessment program to gauge the degree of student achievement in entrepreneurial activities/competencies.

• Solicit agribusiness input for course re-design to gain real-world relevancy. The agribusiness sector needs to be involved in curriculum development.

• Partner with Lincoln University to assist with their endeavors to provide small-scale horticulture producers assistance with entrepreneurship training.

**Project Benefits**
By directly mentoring a class of horticulture entrepreneurs and promoting their desire to develop profitable businesses, the region profits by their upward mobility in conjunction with an accentuated overall aggregate of rural prosperity. Additionally, by promoting curricular reforms in the horticulture program, to reduce the emphasis on production horticulture, and to include business orientation and entrepreneurship, greater student interest in horticulture as a career option results.

**Summary**
Our vision reveals a revamped horticulture curriculum that blends agribusiness, production horticulture, and entrepreneurship to produce 21st century citizens who have increased pragmatic, innovative, market oriented, and production knowledgeable. Our project anticipates a collaborative effort among a number of partners, including Lincoln University, the private sector, and the Douglas C. Greene Center for Innovation and Entrepreneurship. Guiding our evolution will be tailored assessment, partially formulated by our partners.
Framework for Trusted Execution
SOUTHEAST MISSOURI STATE UNIVERSITY
Dr. Vijay Anand

Background
A trusted computing framework is one which provides the user of the framework guarantees of trust prior to, during, and after execution of an executable. Execution of an executable is based on two primitives, namely, installation of an executable where an executable is loaded into volatile or non-volatile memory and execution of an executable where an executable from volatile memory is processed by a processing unit. Typical cryptographic validation is restricted to the installation aspect of an executable with no validation done prior to, and after, the execution of an executable. Cryptographic validation of an executable before execution is therefore a requirement to achieve trusted execution covering the prior check and the post check that can be ascertained during subsequent execution. This project focuses on this cryptographic validation before execution of an executable. Without this validation step the threat that exists in a trusted computing framework is that of a rogue program modifying an installed program which has been cryptographically validated prior to installation that is subsequently executed.

An executable typically has access digital assets within a computing framework that are confidential. A trusted computing platform is based on the guarantee that only trusted software is enabled to execute, that which can access these digital assets. Trusted computing is based on three different independent events:

1) Trusted boot of a system
2) Trusted update of the system
3) Trusted execution framework for an executable

The trusted boot and trusted update of a system is typically covered under the chain of trust boot mechanism where the transfer of trust in the hierarchy of trust is done only after cryptographic validation. This does not work for the user file system, as this is guaranteed to change at every boot. Most of the executable, which is not part of the original operating system, is what makes a system meaningful. Data generated is also a part of this user system. An untrusted executable whose origins cannot be validated can potentially cause harm to the digital assets in a computing platform. The only trust guarantee available in user space is during install time where an installation engine checks for the cryptographic signature of executable. To guarantee enablement of trusted execution, trust validation needs to be done prior to executing an executable.

Project Description
As mentioned above, this project will focus on the cryptographic validation before execution of an executable. In order to accomplish the goals of a trustworthy execution validation, the guarantees of trust can only be done by cryptographic means. The different goals of a validation involve: 1) Detecting any modification to original executable that was cryptographically validated during installation process; 2) Revoking a software, for future attempts at execution that fails the validation process; 3) Ability to distinguish different
executable from their respective software makers if an application executable is built from software by more than one software maker; and 4) Guarantees of performance in the execution of software. All these goals can be accomplished by using known cryptographic solutions with its integration to the execution engine of a platform.

Execution of an executable has a causal relationship with installation or loading an executable into memory. To accomplish the goals of validation, the objective of detection of any change to an installed executable can be mathematically accomplished by doing a cryptographic hash validation. A cryptographic hash is a one-way function where an arbitrary sized dataset yields a unique number. The other properties to consider concerning cryptographic hash is that given a hash the original dataset cannot be reconstructed, two datasets always yield two unique hash values and it is computationally infeasible to get two datasets that yield the same hash value. To accomplish the objective of unique identification of an executable, a digital signature using asymmetric key validation can be utilized.

The digital signature mechanism also allows for the ability of revocation that can provide the revocation requirements for this execution engine. To accomplish the optimization of the performance, various approaches need to be taken. The cryptographic algorithm choice is one aspect of performance measurement. A complex executable typically would be built with executable from different software makers. The performance of doing a cryptographic check of each executable versus that of a block of data containing elements of the executable has to be evaluated. The different models of cryptographic validation that need to be evaluated are either a simple cryptographic signature validation model, where the signature validation of an executable is done anytime the executable is executed, or the usage of a proxy based validation architecture based on RFC 3820. As a proof of concept the execution engine of a posix type system is chosen. In an execution framework for a posix type system the most commonly used execution engine is the "execv" command. The goal is to add the ability to enable a trust validation engine to the execv engine. The different optimization mechanisms highlighted will help to identify which model provides a better execution performance.

**Project Benefit**

Trusted execution mechanism provides an avenue to minimize threats to the cyber infrastructure emanating from inside the system which can modify executable of the system that was deemed to be trustworthy during installation. A standard execution mechanism where trusted execution is implemented provides trust guarantees to users of a cyber-infrastructure. A point to be noted here is that trusted execution should not be construed as secure execution. Trusted execution is a subset of secure execution where trust goals are met. The executable can still contain other software vulnerabilities. If this vulnerable software is revoked, the trusted execution mechanism provides a perfect platform to revoke previously-installed software. Thus trusted execution platform provides a powerful framework for improving the overall security of a cyber-infrastructure.
Establishing the Foundation for College Success: Exploring Educational Opportunities
SOUTHEAST MISSOURI STATE UNIVERSITY
Mr. Trent Ball

The E-3 Plan for College is a three-tier project, providing a prescribed set of college planning and preparatory services to the Cape Girardeau High School and Alternative Education Center. This initiative proposes to: assist students in the completion of the Free Application of Federal Student Aid (FAFSA); track student FAFSA completion; conduct outreach activities for students who may be at-risk of not enrolling in or completing college; provide information on financing options, including activities that promote financial literacy, debt avoidance and management; and provide information to students and families on postsecondary education benefits, opportunities, planning, and career preparation. The program will provide experiential educational experiences for the participants throughout the school year. In addition, a three-week structured summer camp will be implemented as a capstone activity.

Issue/Problem
There are no comprehensive pre-college access programs serving the students in the Tier One category, emphasizing the need for the project in southeast Missouri.

High-Level Solution
The E-3 Plan for College is designed to increase the knowledge base for post-secondary education. The tiers are: Establishing the Foundation for College Success, educating the students on actively planning their college path and navigating the college landscape; Exploring Educational Opportunities related to college majors, types of colleges and understanding the academic arena; and Experiential Learning Activities, providing the students exposure to and activities on college campuses to experience the requirements, rigor and responsibilities of college students and college life. Activities include:

<table>
<thead>
<tr>
<th>Month 1: Establishing the Foundation for College Success</th>
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<tbody>
<tr>
<td>Week</td>
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<tr>
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</tr>
<tr>
<td>1</td>
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<td>3</td>
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<table>
<thead>
<tr>
<th>Month 2: Exploring Educational Opportunities</th>
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</thead>
<tbody>
<tr>
<td>Week</td>
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<td>3</td>
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<table>
<thead>
<tr>
<th>Month 3: Experiential Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
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<tr>
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</tr>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
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</tbody>
</table>
Spring

Month 1: Establish the Foundation for College Success

<table>
<thead>
<tr>
<th>Week</th>
<th>Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan For College</td>
<td>Collegiate Steps to Success</td>
</tr>
<tr>
<td>2</td>
<td>College Majors &amp; Programs</td>
<td>Choosing A College Major or Program</td>
</tr>
<tr>
<td>3</td>
<td>Financing Education &amp; The Future</td>
<td>Advancing Your Finances</td>
</tr>
<tr>
<td>4</td>
<td>Advocacy &amp; Networking</td>
<td>Meeting Professionals and Networking Seminars</td>
</tr>
</tbody>
</table>

Month 2: Exploring Educational Opportunities

<table>
<thead>
<tr>
<th>Week</th>
<th>Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan For College</td>
<td>Researching Your Collegiate Plan</td>
</tr>
<tr>
<td>2</td>
<td>College Majors &amp; Programs</td>
<td>Q &amp; A Sessions with Higher Education Professionals</td>
</tr>
<tr>
<td>3</td>
<td>Financing Education &amp; The Future</td>
<td>Planning Your Financial Future College and Beyond</td>
</tr>
<tr>
<td>4</td>
<td>Advocacy &amp; Networking</td>
<td>The Chamber of Young Professionals Organization</td>
</tr>
</tbody>
</table>

Month 3: Experiential Learning Activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan For College</td>
<td>Developing Your Collegiate Plan</td>
</tr>
<tr>
<td>2</td>
<td>College Majors &amp; Programs</td>
<td>Identifying Your Career Path</td>
</tr>
<tr>
<td>3</td>
<td>Financing Education &amp; The Future</td>
<td>Financial Advisor/Planner Session</td>
</tr>
<tr>
<td>4</td>
<td>Advocacy &amp; Networking</td>
<td>The Chambers Closing Session</td>
</tr>
</tbody>
</table>

Summer

<table>
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Solution Details

All activities focus on the three tiers. *Establishing the Foundation for College Success* addresses creating the path to college including learning the fundamentals of collegiate terminology and reviewing the educational requirements, skills, aptitudes and abilities necessary to succeed at the collegiate level. *Exploring Educational Opportunities* moves the students into understanding the college majors, career options, and different types of colleges and also includes researching and visiting different schools to discuss and address college match and institutional fit from a practical viewpoint. *Experiential Learning Activities* is the critical tier. This level enables students to make the appropriate choices about those majors, meeting professionals in those fields, learning the realities of college life, and life after college as related to finances, careers, and actively planning their futures.

Project/Program Benefits

1) FAFSA completion seminars hosted at the high school 2) Summer camp opportunities at no cost for students 3) Monthly school visits to deliver college planning presentations 4) Track FAFSA completion and review for verification or resubmission 5) Family dinners/college planning seminars at the high school 6) ACT preparation seminars offered at the high school.

We understand that without access to the benefits of a college education these students will not be prepared to address the social and economic challenges often faced by first generation, low income students. The E-3 Plan for College will lead to successful educational and employment outcomes for the students served by the program.
Background
Hundreds of families in the region suffer through the uncertainty of missing a loved one whose remains may potentially lay unidentified for years in crime laboratory storerooms. Likewise, unidentified victims of criminal or natural deaths suffer the indignity of delayed identification and funerary treatment, in some cases because they have not been properly analyzed by qualified forensic science practitioners. The State of Missouri has a responsibility to treat the unidentified dead and their surviving loved ones with dignity, while also seeking justice in cases where a crime has been committed. Southeast Missouri State University is in a position to contribute to this goal—and concomitantly educate the next generation of forensic scientists—by housing and staffing a state-of-the-art forensic anthropology laboratory.

Even a cursory survey of the Missouri State Highway Patrol website and the Namus.gov Unidentified Persons Database reveals nearly 100 sets of unidentified human remains that are held by law enforcement authorities throughout Missouri. Coroners and medical examiners are often the most qualified medico-legal practitioners for dealing with such cases, especially when a decedent’s body is discovered shortly after death and little decomposition has occurred. However, when decomposition is advanced and remains are partially or completely skeletonized, the specialized training of forensic anthropologists can provide information on age, sex, ancestry, stature, postmortem interval, trauma, and other circumstances of death that might otherwise be overlooked or misidentified.

The immediacy of the need for such forensic anthropological services in our region is further indicated by the fact that, within a year of being hired at Southeast Missouri State University in August 2012, a new faculty member trained in forensic anthropology (Dr. Jennifer Bengtson) has been called upon by local law enforcement on three occasions to consult on cases involving potential human remains. She is also currently writing forensic anthropological case reports for unidentified skeletal remains representing at least five individuals previously held by the Southeast Missouri Regional Crime Laboratory. The Department of Global Cultures and Languages, which houses the Anthropology program, supports this important community service to the best of its current ability, and recognizes that it as a great learning opportunity for students. Unfortunately, current anthropology lab space is designed primarily for archaeological research and is ill-equipped for dealing with sensitive legal cases involving human remains.

Project Needs
Investment in forensic anthropological lab equipment and facilities upgrades will put the University in a position to provide the following services:

* Forensic anthropology consulting and casework assistance: Dr. Bengtson is an expert in the identification and analysis of human skeletal remains. She holds a Ph.D. in Anthropology from Michigan State University, one of the premier forensic anthropology training programs in the nation. Her education and experience qualifies her to consult on medico-legal cases involving human remains, and she has continued access to the expertise of some the most qualified and respected forensic anthropologists in the world as she works to establish a laboratory and program in the southeast region of Missouri.

* Training and continuing education: Law enforcement professionals are often not rigorously trained in the identification and proper handling of human skeletal remains. The proposed Forensic Anthropology Laboratory at Southeast would be equipped to hold training sessions and seminars on topics such as the identification of human remains, distinguishing forensic...
versus archaeological significance of recovered remains, and forensic archaeological techniques for crime scene investigation involving clandestine burials.

Research and development: Current forensic anthropology research projects at Southeast include the effects of chronic alcohol and drug abuse on skeletal histological estimation of age-at-death. This and other research projects would be advanced with the enhanced microscopy, sample preparation, and imaging capabilities of a well-equipped forensic anthropology laboratory.

Higher Education Learning Opportunities: A well-equipped forensic anthropology laboratory would have direct and immediate educational benefits for the 65 majors currently enrolled in the anthropology program. Furthermore, students in the forensic chemistry, biology, and criminal justice programs would also benefit from training that could be provided in a forensic anthropology lab. Forensic practitioners—no matter their specific area of expertise—must be fluent in the methods of a variety of disciplines. Cooperation between directors of the proposed forensic anthropology lab and existing forensic sciences laboratories would enhance the education of our students and the research/professional development potential of our faculty.

Implementation—Facilities and Equipment
A number of options are available for creating the proposed laboratory utilizing extant space within the University. The preferred option is to update the current Anthropology Laboratory to accommodate a dedicated forensic workspace. Another option is to construct an addition or otherwise integrate forensic anthropology into existing Regional Forensic Science Training and Education Center in Magill Hall. A third option would be to establish a dedicated anthropological analysis and research space within the existing Southeast Missouri Regional Crime Laboratory facilities. Although either of these options would be workable, the third would be the least ideal when considering issues of faculty and student accessibility. The major facilities upgrade expenditures would be:

- **Enhanced security**—due to the sensitive nature of forensic anthropological cases
- **Proper ventilation**—to ensure occupational safety and health
- **Stainless steel work surfaces**—for sanitization purposes
- **Storage**—secure cabinets and shelving for open cases and comparative samples
- **Fume hood**—important for processing remains with varying amounts of soft tissue adherence
- **X-ray equipment**—for age and trauma assessments

Additionally, a substantial portion of the budget would be allocated for equipment purchases. Commercially available comparative casts are essential for standard age, sex, and ancestry estimations. Other equipment such as microscopes, saws, and a computer with forensic statistics capabilities are necessary for more specialized analyses. Further budgetary allocations should be made for miscellaneous laboratory supplies such as gloves, dust masks, face shields, storage bags and boxes, and detergents, the inventory of which would need to be periodically restocked.

**Project Benefits**
The above proposal for a regional forensic anthropology laboratory clearly involves a significant allocation of funds at a time of major budgetary constraints at both the state and federal levels. However, the educational and practical prospects of such a laboratory constitute an investment in the teaching, research, and public service missions of the University. Furthermore, the potential of a forensic anthropology laboratory at Southeast to bring justice and closure to currently unidentified decedents and their loved ones is invaluable.
Establishment of a Regional Forensic Science Training and Education Center
SOUTHEAST MISSOURI STATE UNIVERSITY
Dr. James McGill

Background
The Missouri State Highway Patrol (MSHP) Laboratory and the Department of Chemistry at Southeast Missouri State University have established a cooperative educational and professional partnership that is a model for forensic laboratories and academic programs throughout the country. Students and faculty in the Department of Chemistry benefit tremendously from the opportunity to observe, assist, and consult with the crime laboratory staff, and crime laboratory staff benefit from the additional manpower and expertise provided from the academic side. This relationship not only enhances the quality of the casework and the educational experience, but it also fosters opportunities for the crime laboratory professionals to collaborate on research efforts with the students and faculty at the University. This has led to an outstanding forensic education program that has produced many successful forensic scientists who are now employed at the local, state, and federal levels.

Project Description
We propose duplicating, developing, and extending this symbiotic collaborative relationship between the University and the forensic laboratory to include the law enforcement and legal professions as well. We are developing a state-of-the-art forensic education, research, and training facility at the University, and we propose to implement a program of both pre-service and in-service training and continuing education for local and regional law enforcement, forensic, and legal professionals, wherein our faculty and graduate students provide training in partnership with the SE Missouri Law Enforcement Academy (LEA) utilizing our laboratory and classroom facilities. Further, our facilities will be made available to outside training partners, such as the Midwest Forensics Resource Center (MFRC) at Ames Lab, the NII-funded Forensic Training Network, and state and federal agencies who may wish to conduct regional training events in the Midwest.

To date the University has constructed three dedicated forensic science laboratories as part of a multi-million dollar renovation and construction project:

- An approximately 1300-square foot general purpose forensic teaching and training laboratory capable of accommodating up to 24 students to provide students, law enforcement officers, and forensic professionals with the fundamental knowledge, skills, and abilities needed to function in a criminal justice world driven to a large extent by scientific analysis of physical evidence;
- An approximately 900-square foot simulated forensic laboratory with latent fingerprint, toxicology, biology, DNA, trace evidence and microscopy, and drug sections to give students and trainees the opportunity to learn how these sections work and to apply what they have learned in a more "real-world" setting; AND
- An approximately 500-square foot forensic research laboratory to continue to validate and to push forward the frontiers of the science that we can use in the pursuit of justice.

These laboratories are already being utilized for forensic education, research, and training activities. These laboratory facilities strengthen our existing academic programs in the forensic physical sciences and will serve as the centerpiece of a training and continuing education program focused on four constituent groups beyond our forensic degree-seeking students:

1. Pre-Service Law Enforcement Professionals, particularly students in the Southeast Missouri Law Enforcement Academy. Technical training in specific forensic science topics will be built into the curriculum of the LEA. This training will be approved by the Missouri Peace
Officer Standards and Training (POST) Program and offered under the authority of the SE Missouri LEA. Students completing these modules will be eligible to earn college credit.

2. **In-Service Law Enforcement Professionals** in local, regional, and state agencies throughout Missouri, the Midwest, and beyond. These professionals have limited time, resources, and manpower to expend on training and continuing education. Hybrid online/face-to-face training opportunities will be offered, consisting of fundamental modules in an online environment, and practica that permit further development and hands-on application of these concepts. Portable electronic devices, such as tablet computers can be provided to aid officers in implementing the new techniques in actual field situations following training. We have already begun this activity.

3. **In-Service Legal Professionals**—attorneys and judges—throughout Missouri, the Midwest, and beyond. Judges, as the gatekeepers of scientific evidence and expert witness testimony need opportunities to receive training and continuing education on scientific and technical content that they may encounter in their courtrooms. Likewise, attorneys who prosecute cases containing physical evidence of a scientific or technical nature should be versed in the fundamentals and applications of these technologies. Regional continuing legal education can be offered through our facility as well as through online options for distance learners throughout the nation.

4. **In-Service Forensic Professionals** from local, regional, and state agencies throughout Missouri, the Midwest, and beyond. Forensic scientists in local, state, regional and national laboratories must receive continuing education and training in response to requirements of laboratory accreditation; analyst certification, which becomes increasingly important as guidelines and requirements change to address concerns in the 2009 National Academy of Science report; and rapidly evolving technologies and tools (e.g. new instruments) and analytical problems (e.g. controlled substance analogs). In lean budgetary times, a regional facility offering hybrid online/in-residence training optimizes the efficiency of this process. We have already begun this activity.

The proposed partnership between the University, the MSHP, and the LEA builds upon successful models such as the MPRC at Ames Lab and the Forensic Training Network, and extends them by offering the advantages of live training practica in mock crime scene houses accessible to the LEA; available college credit, instructional resources, and online training hybrids available through the University; and “real-world” forensic expert instructors from the MSHP laboratory. We also propose an unprecedented combined service constituency of law enforcement, legal, and forensic professionals, bringing these three worlds together to assist one another in executing their own assigned duties more effectively while better understanding and appreciating the roles of the other professions as well. Building on our record of excellence in the physical forensic sciences, we also propose expanding our areas of forensic activity across multiple disciplines beyond the physical sciences, including criminal justice, criminology, anthropology, computer science, and accounting.

**Project Benefits**

In summary, we propose leveraging the existing resources of our forensic laboratories, instructional facilities, and academic programs at Southeast Missouri State University; the faculty, staff, practical training facilities, and POST credentials of the LEA; and the experience and expertise of the MSHP laboratory to continue to serve our own forensic students and to extend our services to a range of law enforcement, forensic, and legal professionals in Southeast Missouri, the Midwest, and throughout the United States. This will improve the practice of forensic science on all fronts in a legal and national security climate that demands excellence and continuous improvement in forensic science, and an economic climate that makes that goal an even bigger challenge than ever before.
Establishment of a Clandestine Laboratory Support Program
SOUTHEAST MISSOURI STATE UNIVERSITY
Dr. James McGill

Background
Southeast Missouri State University has established a center for forensic science education, training, and research comprising three dedicated forensic science laboratories as part of a multi-million dollar renovation and construction project:

- An approximately 1300-square foot general purpose forensic teaching and training laboratory capable of accommodating up to 24 students to provide students, law enforcement officers, and forensic professionals with the fundamental knowledge, skills, and abilities needed to function in a criminal justice world driven to a large extent by scientific analysis of physical evidence;
- An approximately 900-square foot simulated forensic laboratory with latent fingerprint, toxicology, biology, DNA, trace evidence and microscopy, and drug sections to give students and trainees the opportunity to learn how these sections work and to apply what they have learned in a more “real-world” setting; AND
- An approximately 500-square foot forensic research laboratory to continue to validate and to push forward the frontiers of the science that we can use in the pursuit of justice.

These laboratories are already being utilized for forensic education, research, and training activities and will be fully online in early 2014. These laboratory facilities strengthen our existing academic programs in the forensic physical sciences and will serve as the centerpiece of a comprehensive training and continuing education program for law enforcement, forensic, and legal professionals.

Issue/Problem
The University lies within a federally designated High Intensity Drug Trafficking Area (HIDTA) comprising six Midwestern states, owing largely to the high level of illegal manufacture and distribution of methamphetamine. According to the U.S. Department of Justice, the State of Missouri and its ten nearest neighbors accounted for more than 70% of documented methamphetamine laboratory incidents in the year 2012, with Missouri being the number one state for methamphetamine laboratory incidents (1,825 incidents; 16.3% of U.S. total). Missouri and the Midwest are perennially the most problematic states in terms of clandestine methamphetamine laboratory incidents.

Project Description
We now propose to develop and implement one of the key initiatives of the center—a clandestine laboratory support program. This program will provide service to regional law enforcement, forensic, and legal professionals and to the public, in the form of training and continuing education.

1. Training and continuing education. The director of the center is a former Drug Enforcement Administration (DEA) forensic chemist with training and experience in all aspects of controlled substance analysis, including clandestine laboratory investigation. Additionally, the director holds a Ph.D. in organic chemistry and has thorough knowledge and robust understanding of the chemical reactions and processes encountered in clandestine laboratory operations. This uniquely qualifies the director as an expert in the chemistry of clandestine laboratory assessment, investigation, sampling, analysis, reporting, and court testimony from legal, occupational health and safety, and environmental perspectives. Training and continuing education in all of these areas will be offered to pre-service and in-service law enforcement and forensic science professionals. Relevant training will also be offered to legal professionals (i.e., attorneys and judges) so that they are better able to understand the relevant issues in the courtroom.
2. **Consulting and casework assistance.** The director will serve as expert consulting to the law enforcement and forensic communities, assisting as needed in clandestine laboratory investigations involving new, unfamiliar, or particularly hazardous situations. This will help ensure that the safest and most prudent practices are employed from start to finish of the clandestine laboratory investigative process. The director will gain experience and new insights through this process, which will feed back and inform the training and continuing education process. This will also allow reinforcement of concepts and techniques presented to the investigating officers during the training and continuing education process and will ensure optimal safety for all involved parties.

3. **Equipment and resources.** The center has already begun acquiring equipment and resources to aid in training and execution of clandestine laboratory investigations. For example, a portable, handheld Raman spectrometer has been purchased, and training of local law enforcement and forensic professionals in its use has commenced. This instrument will permit non-destructive chemical identification of unknown powders and liquids at the scene of the clandestine laboratory, aiding in hazard assessment and evidence collection. Since the instrument can sample through glass or plastic containers, direct exposure to the potentially hazardous substances being tested can often be avoided. Other equipment includes portable environmental gas monitors for detecting the presence of flammable or toxic gases and field chemical testing kits for identification of suspected controlled substances. Along with providing access to this equipment to law enforcement and forensic professionals in the region, training and on-scene assistance will be provided at no cost. Additional equipment and resource acquisitions and implementations are planned.

4. **Research and development.** As the frontiers of science continue to be pushed forward, the centers research and development component will continually look for new and better techniques and technologies to improve the practice of clandestine laboratory investigation. For example, the center is presently conducting research on various field tests for controlled substances and has been investigating novel methods for determining the production capacities (i.e., how much controlled substance could have been produced from the materials on hand) of clandestine laboratory operations. Staff of the center will continue this and additional research and development; will work to validate and disseminate findings through publications, presentations at professional meetings, and training workshops for implementation in clandestine laboratory investigations; and will provide expert witness support for new techniques when cases go to trial.

5. **Public education and outreach.** Public education on the hazards of clandestine laboratory operations and how to recognize and avoid them is an important component in the battle against the scourge of illegal drug laboratories. For example, new methamphetamine laboratory methods, such as the so-called “one-pot” or “shake and bake” method result in very high likelihoods of public exposure not only to chemical hazards, but also to physical hazards, such as fire and explosion. The center will work to develop a public education and outreach component to its efforts to assist in the battle against clandestine laboratories, including outreach activities on the university campus and at local and regional schools and community centers. This education could not only prevent someone from becoming involved in clandestine laboratory activities, but could also save the lives of unsuspecting citizens who may stumble upon these laboratories in their communities. University forensic science students will assist in these outreach efforts.

*Project Benefits*

Financial support for this initiative will allow the University to continue its track record of excellence in the forensic sciences and to expand its influence and become a center of excellence in combating the clandestine methamphetamine laboratory epidemic that continues to destroy lives, property, and communities throughout Missouri, the Midwest, and the nation.
April 15, 2014

Dr. Ken Dobbins  
Southeast Missouri State University  
One University Plaza  
Cape Girardeau, MO 63701

Dear President Dobbins:

On behalf of the Coordinating Board for Higher Education, I am pleased to extend to you an invitation to join us for the 3rd Annual Governing Board Forum June 4-5 in Columbia, Mo.

The Forum provides an opportunity to hear state and national perspectives on higher education issues and exchange ideas with colleagues across the state. A similar invitation has been extended to your governing board chair.

Forum activities will begin on June 4, following the regular public meeting of the Coordinating Board. A tour and presentation on a topic of interest to the higher education community will be held from 2 p.m.-4:30 p.m. on the campus of the University of Missouri. A reception will follow from 5 p.m.-6:30 p.m. at the university.

The Forum will resume the following day at the Holiday Inn Executive Center in Columbia, Mo., with a continental breakfast from 8 a.m.-9 a.m. and continue through 4 p.m. with two plenary sessions, a panel discussion, a networking lunch and breakout discussion groups. There is no registration fee to attend the events.

This year’s Forum will focus on innovative concepts in higher education finance, regional cooperation between higher education and the business community, principals of effective higher education governance and initiatives to employ best practices to remove barriers to college completion.

Governor Nixon has been invited to speak about his vision for higher education. Several legislative leaders also have been invited to join us.

Please complete the attached registration form electronically and forward it by email, or print and fax or mail it to our office by May 14.

A block of rooms has been reserved at the Holiday Inn Executive Center for the “Coordinating Board for Higher Education.” Please make your reservations by May 21 by calling 1-800-HOLIDAY (465-4329). Lodging and travel expenses are borne by the institutions.
Contact Jenn Clemons (jennifer.clemons@dhe.mo.gov; 573-751-1876) or Liz Coleman (liz.coleman@dhe.mo.gov; 573-522-1463) if you have questions. You also may go to the following link to find additional information and updates: http://www.dhe.mo.gov/news/AnnualGoverningBoardForum.php.

We look forward to seeing you in Jefferson City for the 3rd Annual Governing Board Forum.

Regards,

[Signature]

Dalton Wright
Chair, CBHE
THE ROAR of Jerry Gilpin’s old 12-gauge pump shotgun jolted me out of my daydreaming. I turned and saw a fallen turkey just a few yards from our decoys. A couple of hens were hot-footing it across the only opening I had in the trees. Right behind them, a big gobbler was closing the distance to the nearby woods.

I brought my Browning Sweet Sixteen shotgun up and swung the bead along with his trotting head. Just a few yards from the thick oaks ringing the field, I found my shot.

I was dumbfounded by our good fortune. It was only an hour and a half into the first day of spring turkey season and we already had two nice gobblers on the ground.

Nothing to It

I got up from behind a blawn-down oak and started into the field. I could see Jerry, grinning hugely, approaching his bird. We did a whoop-and-holler dance — our two gobblers had fallen only 7 yards apart. I glanced at my watch. It was 8 a.m. sharp.

Nothing to it!

“That was really cool!” Jerry kept repeating to me, as if I didn’t fully understand what had just happened. We collected our decoys and admired our birds side by side. They were nearly identical mature gobblers with nice beards and spurs. As I poured us each a cup of hot coffee, Jerry called his wife to tell her about his first turkey hunt.

“Yes, we both got one,” he told her. “I shot mine, and then Don got one a few seconds later.” He made it sound so easy, like it worked out just as he had expected.

I didn’t want to dampen his euphoria, but I explained to Jerry just how unusual this was, and how fortunate we were to both get gobblers. His look told me this was pretty much the way he thought it
would play out — maybe with only one turkey instead of two — but he had been confident in our success all along.

**An Unlikely Mentor**
This unusual hunt was the result of months of planning. One afternoon, back in the dead of winter, my wife, Gloria, casually mentioned that our friend, Kathy, had asked if I would consider taking her husband, Jerry, on his first turkey hunt.

"You wouldn't mind taking Jerry turkey hunting with you, would you?" she asked, though it was more of a statement than a question, and mere formality. I could tell I was committed.

I told her that I would just have to clear it with my friend Bob who owned the 80-acre "gentleman's farm" where I hunted, but all I could think was, with a record like mine, I had no place teaching someone else to hunt.

**Nothing to Lose**
A few days later, I saw Bob, the landowner, and asked him if Jerry could hunt with me on his farm. Bob enthusiastically agreed, he probably assumed the wild turkeys on his farm were just as safe with the two of us hunting as they were with me alone, anyway. He knew that I hadn't fired a shot in my past three years hunting on his farm. For Jerry's sake, I hoped to prove him wrong this time.

Jerry, the rookie turkey hunter, is an amazing guy, and I didn't want to let him down. A military veteran and, more recently, a colon-cancer survivor, he has endured some hard times. Yet Jerry and Kathy always had smiles on their faces and words of encouragement for everyone else. They remained active in their church and community and supported others despite their own difficulties. I wanted to give a little something back to them.

**Like a Kid at Christmas**
Every time I saw Jerry after I told him we were going to hunt together, he was like a kid who couldn't wait for Christmas morning. He was excited to be going on his first turkey hunt and to be carrying his beautiful old, hand-engraved Lthaca shotgun; it was a family heirloom they had sold during his illness. His wife had bought it back as a surprise gift for him.

His excitement began to have a draining effect on me. I was getting worried about how Jerry would feel if we didn't even see a turkey, let alone bag one. It was a lot of responsibility.

As spring drew nearer, I took every opportunity to try to keep Jerry's optimism in check. I told him about my record with turkeys, and that he shouldn't expect too much. I told him we would enjoy some beautiful spring mornings. I told him we'd see some deer and plenty of other wildlife. I told him it would be great just to be out there.

Regardless of what I said, it was like Jerry hadn't heard a word I was saying. He had his mind fixed that I was going to put him in front of a big gobbler. End of story.

What could I do? How could I make this turn out for him?

**Preparing for Spring**
I decided to do everything I could to improve our chance for success. I went to our local sporting goods store and bought a set of turkey decoys that said on the box they were "almost guaranteed" to bring turkeys running. The pictures on the box looked very convincing. I also purchased a new, full set of camouflage — pants, shirts, vest, and head net — the works. I tried it all on at home and looked like a walking brush pile. My wife and granddaughter took one look at me and burst out laughing. What did they know, I thought, they're not turkeys.

I added up the costs of my new turkey hunter duds, decoys, and tags. I calculated the break-even point of my

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**Missouri offers some of the best turkey hunting in the nation.**
The Conservation Department provides extensive turkey hunting information online, including seasons, regulations, methods, and tagging information, at mdc.mo.gov/node/72.
shopping trip to be approximately nine turkeys. Not too bad, I thought, though one would still be a stretch.

A week or so before opening day, I drove Jerry out to the farm where we were going to hunt. I wanted him to see the layout and prepare a couple of locations to set up on opening morning. We agreed on two locations, both moved fields surrounded by heavy timber and brush. The landowner told us he had seen a few turkeys around these areas in the afternoons. Not for long, I thought. They will be heading for the neighboring farms soon enough.

Opening Day
I picked up Jerry at 5:45 a.m. on opening morning. It was less than a 15-minute drive to the farm, and it was just starting to lighten up. We quickly finished off our coffee, picked up our decoys and guns, and headed to the first field, which was only a few hundred yards away.

We set up the decoys so that any turkeys crossing the lane into the woods would spot them. The decoys would really stand out in the morning sunlight as they slowly rotated on their stakes.

Jerry sat at the base of a thorn tree along a fencerow that divided two fields. He would have an almost 360-degree view. The decoy spread was about 25 yards to his right — halfway to the woods. I settled into an oak tree rootwad nearby.

I told Jerry he was our designated shooter. He would be in the best position to see any turkeys approaching, so I expected him to take care of business if I could call them in.

I got my head net on and looked at my watch, 6:30 a.m. The author and Jerry Gilpin had a successful first hunt together.

Perfect. A few minutes later, scattered shots rang out from across the river. Aha, I thought, the turkeys were already fleeing to the other farms.

Stubborn Turkeys
I worked the cedar call every few minutes, just like I heard them do on the Outdoor Channel. Why don't they gobble back? I wondered. Maybe these turkeys are mute ... maybe they are all hens ... but I continued to call anyway.

From where I was sitting, I really couldn't see much except for the small lane beside me leading into the field. Any turkeys I might see would be within a few yards. I wasn't expecting to shoot anyway, though. That was Jerry's job.

By 7:30 a.m., not a thing was happening. No more shots across the river, nothing. Boredom was setting in. I imagined turkeys walking down the lane toward me, but they never materialized.

Turkey Time, Times Two
I glanced at my watch, and it was almost 8 a.m. I stroked the box call a few times and sat waiting for a turkey to appear. That's when I heard Jerry's shotgun boom. I spun around to see his turkey on the ground. Then, another popped up and it was my turn. He dropped quickly, too. I couldn't believe our luck. We had done what I never even thought possible — harvested two gobblers out of one group in a span of a few seconds.

Kathy came out to our house as Jerry and I proudly displayed our gobblers for the cameras. We celebrated with hugs and a lot of congratulations. With Jerry's help, we cleaned and prepared both birds for the freezer. Soon, we had a wild-turkey dinner planned with Bob and his wife to celebrate.

What started out with not much more than blind faith had turned into an unforgettable morning. As I gazed at Jerry, still sporting his gigantic grin, it dawned on me that perhaps I had the teacher and student thing all backward. It was Jerry who showed me that blind faith can be a powerful thing, indeed, especially on a spring opener. ▲

Don LaFerla is a retired corporate executive and an avid outdoorsman. He lives in Carthage, Mo.