REVISED 5/7/15

SOUTHEAST MISSOURI STATE UNIVERSITY
BOARD OF REGENTS MEETING
May 8, 2015
9:00 a.m.
Academic Hall
Board of Regents Room

Open Session Agenda

ACTION ITEM:
1. Consideration of Approval of Minutes for:
   Open Session Meeting of February 28, 2015
Attachment: A 3-13

REPORT ITEMS:
1. Report from Outgoing and Incoming Faculty Senate Chairs verbal
2. Report from Outgoing and Incoming Student Government Presidents verbal
4. Center for Strategic and International Studies (CSIS) Trip verbal
5. Branding Rollout verbal
6. President’s Task Force on Diversity Education verbal

ACTION ITEMS:
1. Consideration of Conferring of Degrees for Spring 2015 and Summer 2015 C 18-26
2. Consideration of Approval of Tuition and Fee Schedule, Effective Fall 2015 D 27-36
3. Consideration of Approval of Special Course Fees for High Cost Programs, Effective Fall 2015 E 37-41
4. Consideration of Approval of Special Course Fees, Effective Fall 2015 F 42-46
5. Consideration of Approval of Special Course Fees for Graduate Studies, Effective Fall 2015* handout
6. Consideration of Approval of Conceptual Design of Phase I Greek Housing G 47-65
7. Consideration of Approval of Faculty Senate Bills
   A. 13-A-30: Department Chairs
   B. 14-A-31: The College and the College Dean
   C. 14-A-33: The College Dean: Role, Responsibility, and Review
   D. 14-A-36: Teaching Assignments During the Summer Session
   E. 15-A-1: Academic Departments
   
H 66-140

CONSENT ITEMS:
1. Consideration of Approval of Resolutions of Honor for Retirees I 141-184
2. Consideration of Approval of Appointment of MiC Board Members J 185-186

*Item was added to the agenda
3. Consideration of Approval of Academic Program Changes

A. New Program – Bachelor of Science in Public Health
B. New Program – Bachelor of Science in Commercial Multimedia
C. New Program – Master of Arts in Applied Behavior Analysis
D. New Minor – Cybersecurity in Business Systems
E. Education Curriculum Revisions to Align to State and National Requirement Changes
   i. BME Music Education
   ii. BSED Agricultural Education
   iii. BSED Art Education
   iv. BSED Biology Education/Biology Education (Unified Science)
   v. BSED Business Education – Deletion of Option
   vi. BSED Chemistry Education
   vii. BSED Chemistry Education – Deletion of Option
   viii. BSED Early Childhood Education
   ix. BSED Elementary Education
   x. BSED Exceptional Child Education
   xi. BSED Mathematics Education
   xii. BSED Middle School Education
   xiii. BSED Physical Education
   xiv. BSED Physics Education/Physics Education (Unified Science)
   xv. BSED Secondary Education/English
   xvi. BSED Secondary Education/French
   xvii. BSED Secondary Education/German
   xviii. BSED Secondary Education/Social Studies
   xix. BSED Secondary Education/Spanish
   xx. BSED Technology and Engineering Education – Curriculum Revisions, and Program Title Change
   xxi. BSFCSE Family and Consumer Sciences Education

**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
MINUTES OF THE OPEN SESSION
OF THE
SOUTHEAST MISSOURI STATE UNIVERSITY
BOARD OF REGENTS
HELD ON THE
TWENTY-EIGHTH DAY OF FEBRUARY 2015

The Board of Regents for Southeast Missouri State University convened at 9:00 a.m. on Saturday, February 28, 2015, in Academic Hall, Board of Regents Room, on the campus of Southeast Missouri State University. Regents present were: Mr. Doyle L. Privett, President of the Board of Regents; Mr. Austin Cordell, Student Representative to the Board of Regents; Mr. Jay B. Knudson; Mr. Donald G. LaFerla; 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; and Mr. Brady L. Barke, Board Secretary. Board President Privett presided.

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

A motion was made by Regent LaFerla and seconded by Regent Meyer 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 9:01 a.m.

The meeting reconvened at 10:36 a.m.
CONSIDERATION OF APPROVAL OF MINUTES

A motion was made by Regent LaFerla and seconded by Regent Neely-Martin to approve the minutes of the open session meetings of: December 18 & 19, 2014; February 18, 2015; February 23, 2015; and February 25, 2015, as written [Attachments A-D]. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF AWARDING OF UNIVERSITY DINING SERVICES CONTRACT

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 Auxiliary Services, to present the recommendation that the Board approve awarding the University dining services contract to Chartwells Educational Dining Services for the period of June 1, 2015, through May 31, 2016, with nine annual renewal periods [Attachment E].

On April 24, 2006, the Board of Regents approved a 10-year dining services contract with Chartwells Education Dining Services (Chartwells) for the fiscal years 2007 through 2016. During the nine years of this contract agreement, Chartwells has invested $5.25 million to renovate and expand the dining program. Since 2006, Chartwells has introduced new national brand concepts to the campus including Papa John’s Pizza, Starbucks and Subway. New dining venues were opened in the Scully Building, Merick Residence Hall and the Dobbins River Campus Center; and additional seating capacity was added in the University Center and Towers Café to accommodate the University’s growing student population.

Although one additional renewal period was available, the University chose to issue the request for proposal (RFP) on November 24, 2014. The current contract renewal period will end on May 31. At this time, the University has the option of exercising one additional renewal period or awarding a new contract based upon this RFP. The choice of dining services is critical to the quality of campus life and more particularly to student recruitment and retention. As universities strive to contain the price of higher education, it is also important that the dining services provider demonstrates a commitment to cost containment, without compromising customer satisfaction.

In the fall of 2014, the University established a 14-member committee including students, staff, faculty, and administrative representatives to prepare a dining services request for proposals (RFP). The committee met with the student Residence Hall Association, Student Government Association, the Dining Service Advisory Committee, and various departments for feedback on the development of the RFP. Using the data from previous surveys, including the Educational Benchmarking survey conducted by Residence Life and meetings with multiple student groups, the committee was able to determine the general student body priorities for a dining program. The top priorities of
students include price-value, flexibility and hours of service. Additional priorities were improved service at select venues, expanded access to nutritional information, and consideration for additional national branded concepts.

A pre-bid conference was held on December 10, 2014. During the conference, four interested vendors participated in a question and answer session with the purchasing staff and members of the RFP committee. The RFP was advertised in two newspapers and posted publicly on Southeast’s website and in the Purchasing Office. Following that conference, two vendors responded in writing to indicate no plan to bid. A third vendor did not respond. One proposal was received from Chartwells Educational Dining Services and evaluated by the committee. The committee was notified that a full evaluation of the bid was required, and that the university could choose to decline the bid and exercise the final year of the current contract period.

Included in their bid, Chartwells has committed to a $6,575,000 capital investment to enhance programs and renovate facilities. The first phase of capital projects proposed by Chartwells include an expansion of the Chick-Fil-A concept and the addition of the Panda Express brand in the University Center, expansion of the Subway brand in the Scully Building, and renovation of the University Center kitchen and Towers Café servery.

The Chartwells proposal meets and exceeds all specifications of the RFP and is proof of Chartwells’ commitment to extending its strong, cooperative partnership with Southeast centered on responsiveness to student priorities. Chartwells proposed four meal plan alternatives including 1) continuation of the current plan, 2) a meals per week plan with flex, 3) a semester block plan with flex, and 4) a hybrid plan. While all of the alternative plans proposed provide increased flexibility, they also required an increased cost to students. Specifically, students expressed a desire to use multiple meal exchanges during a single meal period. In response, the University considered alternative two and asked Chartwells to provide an option that would allow students to choose between the plan that is currently available (classic) and option two (preferred), which is the meals per week option. Chartwells agreed to offer both options. The premium cost that will be charged to students for the preferred plan varies based upon the number of meals per week selected and is presented in Attachment 2.

Based on the total evaluation, the Committee has recommended awarding the contract to Chartwells Educational Dining Services, renewable for a maximum of ten years. The first contract award would be for the period from June 1, 2015, through May 31, 2016.

The meal plan structure proposed by Chartwells provides students with the assurance the meal plan rate increases will be held to a minimum. Chartwells has offered to freeze the daily board rate in the first year of the contract and has guaranteed that an increase in academic years 2017 and 2018 will not exceed 3.5% each year.
The bid document submitted by Chartwells demonstrated an understanding of the University’s student population and strategic vision. Examples of this commitment include the recent development of a marketing internship program in partnership with the Harrison College of Business and targeted programs that offer nutritional guidance to various student groups. This bid commits to a continuation and expansion of existing programs, and offers new ideas to partner with students. Two examples include a proposed partnership with the School of Visual and Performing Arts along with international student groups to coordinate special events offering traditional cuisine from their home countries; and a new internship program for military and veteran students.

A motion was made by Regent Meyer and seconded by Regent Neely-Martin to approve awarding the University dining services contract to Chartwells Educational Dining Services for the period of June 1, 2015, through May 31, 2016, with nine annual renewal periods. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF FY2016 RESIDENCE LIFE BUDGET AND ROOM & BOARD RATES, BEGINNING FALL SEMESTER 2015

President Dobbins asked Vice President Below, Vice President Mangels, and Assistant Vice President Skinner to present the recommendation to approve the FY2016 Residence Life budget proposal, including room and board rates, beginning Fall semester 2015 [Attachment F].

In February 2014, the Board of Regents approved a 1.65% increase to the room and board rates for FY 2015; including a 0.50% room rate increase and a 4.00% increase in board rates.

As shown in Attachment 1, an average combined room and board rate increase of 0.33% is requested for FY2016. The proposed rate schedules for both residence halls and board plans have been shared with relevant student groups for review and comment and are presented to the Board with their consent. The proposed rate schedule reflects an effort to hold room rate increases to a minimum, as a means of containing costs for students. In nine of the University’s 13 residence halls, room rates will not increase.

In Fall 2014, all rooms in the Dearmont residence hall, a traditionally double-occupancy community-style hall, were converted to single rooms. The Board approved a new room rate for this housing offering in FY2015. Interest in this living community has exceeded projections and a waitlist was formed at times to manage requests. Dearmont is one of the four residence halls for which a room rate increase is suggested. The remaining three residence halls proposed for a modest room rate increase are community-style halls. While the effect will be minimal, this proposed rate increase formula is intended to maintain a balance in the rate charged for community-style and suite-style housing.

The residence hall system currently offers eight living-learning communities, most of which are academically themed. These communities provide students with
opportunities to engage both academically and socially with students who share common academic and/or co-curricular interests. Learning communities are not new to higher education, but today they are garnering greater attention from faculty and student affairs professionals engaged in efforts to improve student retention rates. A leading student persistence researcher, Vincent Tinto, wrote, “learning communities seek to restructure the very classrooms in which students find themselves and alter the way students experience both the curriculum and learning within those classrooms.”

A new living-learning community that is proposed for FY2016 would create a military themed living environment in Henderson Hall. Student, faculty and staff participation in this community space is under discussion at this time. Southeast has a long and successful history of educating students who are active duty military personnel or veterans of the United States Armed Forces. Henderson Hall, located across the street from the University Center and the new Office of Military and Veterans Services, is the appropriate size and location for this community.

The board rate for FY2016 will not increase over FY2015 levels. The holding of board rates at the FY2015 level is consistent with the University’s new dining contract with Chartwells.

The proposed increase in average room rates is 0.50%. This reflects cost for personnel, student labor, operations, maintenance and repair. Private room rates continue to be 1.5 times the rate of a double room.

Proposed Residence Life revenue and expenses for FY2016 are given in Attachment 2. Projected expenses are $24,421,116 as compared with $24,770,371 in FY2015. The largest factors in this decline in expenses are changes in payments to Chartwells for capital project investments, and subsidies for shuttle service and computer lab operations.

A motion was made by Regent Neely-Martin and seconded by Regent Knudtson to approve the FY2016 Residence Life budget proposal, including room and board rates, beginning fall semester 2015. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF SCHEDULE OF MAJOR CAPITAL PROJECTS AND MAINTENANCE AND REPAIR ITEMS FOR FY2016

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 FY2016 [Attachment G].

The attached schedule of capital and maintenance and repair projects (Attachment 1) includes projects funded from local, state, and federal 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.

Phase I of the Show Me Center renovations previously approved by the Board will occur during Summer 2015 and design and initial construction of Phase II projects will begin prior to the end of fiscal year 2016. It is anticipated approximately $3.7 million of the total Show Me Center renovation project will be expended in FY2016, including installation of new telescopic seating, lighting and a video scoreboard.

In addition, the Residence Life auxiliary will begin replacement of the fan coil units in Towers North. The University anticipates expending approximately $600,000 on Intercollegiate Athletics maintenance projects including repair of the Houck Press Box.

The University will continue to investigate and design space utilization projects reviewed with the Board at their December 18, 2014 meeting. Architectural/engineering services will be procured to evaluate recommendations for Kent Library, Grauel Building and Pacific Hall. Renovations will be completed for the new location of the Mass Media Center for Academic Excellence in FY2016, which fulfills a space need identified for Grauel Building during the space utilization study.

A motion was made by Regent LaFerla and seconded by Regent Knudtson to approve the schedule of major capital projects and maintenance and repair items for FY2016. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF BRANDING RECOMMENDATIONS

President Dobbins asked Mr. Jeff Harmon, Executive Director for University Communications & Marketing, to present the recommendation that the Board approve the new University identity and messaging concept [Attachment H]. Mr. Harmon introduced Ms. Bev Ryan and Mr. Kevin Tyler, representatives from the branding and marketing firm, Ologie, who reviewed the process and outlined the recommendations.

In 2013, President Dobbins sought an outside evaluation of Southeast’s communications and marketing functions to ensure the University was positioned for success in an ever more competitive and complex environment. Penson Associates, Inc., was asked to do the analysis and in September 2014 delivered its recommendations. Penson Associates, Inc., recommended Southeast commission a branding study to better identify the institution’s unique attributes and refine messaging to deliver the attributes to target audiences in a much more engaging, meaningful way.

Southeast moved forward with this recommendation, issued a Request For Proposal and in June 2014, awarded a contract to Ologie, a higher education branding and marketing firm from Columbus, Ohio, to conduct a brand analysis and provide recommendations regarding a new University identity and messaging concept.
During the last eight months Ologie has moved through their “Discover, Define, and Create” process and conducted numerous focus groups and interviews with a wide variety of constituents, both on- and off-campus, completed a communications audit of all Southeast marketing/admissions materials, websites, etc., and reviewed the positions of peer institutions. They then synthesized this information and used it to guide them in the creation of a new University identity (dome and wordmark) and messaging concept (Attachment 1). These deliverables were developed with regular collaborative communication and feedback from a wide variety of University constituencies. The messaging concept will influence the written and visual communication of the University brand, and is centered around “The Will To Do.”

Ologie will be presenting Southeast’s University Communications and Marketing department with a new style and design guide, including details on how to effectively articulate the new branding to a wide variety of audiences. The firm will be on campus the last week of March 2015 to train a variety of groups on how to effectively roll-out the brand internally during “brand ambassador training.” At the Cape Girardeau Chamber’s First Friday Coffee in April the new identity and messaging will be discussed with the launching of the new brand on the semo.edu website, new pole banners and other wall murals conveying the new imagery and messaging. Moving forward, Admissions will be the first area to implement the new messaging in its recruitment materials and marketing and communications plans, followed by Facilities Management (signage) and remaining University departments with regards to replacing letterhead and business cards, etc. The timetable for full implementation of the new branding will be developed soon with an emphasis on efficient use of University resources.

A motion was made by Regent Neely-Martin and seconded by Regent LaFerla to approve the new University identity and messaging concept. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF CONCEPTUAL DESIGN OF PHASE I GREEK HOUSING, AUTHORIZATION TO COMPLETE DESIGN DEVELOPMENT, INVESTIGATE FINANCING OPTIONS AND NEGOTIATE LEASE TERMS

President Dobbins asked Vice President Mangels, Vice President Below, and Assistant Vice President Skinner to present the recommendation that the Board approve the conceptual design of Phase I Greek Housing and authorize administration to complete design development, investigate financing options and negotiate lease terms with Greek organizations, and to present recommendations to the Board at their May 2015 meeting [Attachment 1]. Mr. Jan Burgess of Hollis + Miller Architects provided a brief presentation, outlining the proposed Phase I design and site plan.

In December 2014, the Board approved the feasibility of a Greek Village concept and authorized administration to pursue design development. The University engaged Stock & Associates to investigate the topography and subsurface conditions on North
Sprigg Street, in the area where the properties referred to as the Greystone and Shivelbine houses are located. In addition, Hollis Miller architects were engaged to design preliminary floor plans that could accommodate 20-24 beds. These plans have been reviewed jointly with administration, Greek organization representatives and the University’s architectural consultant.

The applicable building codes require two story student housing to have an elevator, in addition to stairwells for egress. Because of this added cost, one story housing layouts were considered. Several layouts have been considered that incorporate a combination of single, double and triple bedrooms, along with various layouts of chapter room, living room and kitchen spaces. Attachment 1 is a 22 bed design concept that received positive feedback from Greek organizations because it captured the feel of a house as opposed to a residence hall space, provided large common areas as the focal point at the entrance of the building and provided outdoor living spaces.

It is the intent of the University to use common structural and HVAC systems, but give organizations several floor plan and exterior options in order to provide distinction between the organizations. The University has committed to the organizations the opportunity to design a space that accommodates 20-25 students at a total cost per house of $1.8 to $2.0 million.

An initial review of the topography and the potential housing footprints reveals a potential full build-out that could accommodate up to seven houses, in addition to parking and green space (Attachments 2 and 3). As additional civil engineering is completed and final floor plans are determined, the placement and orientation of each house would be adjusted. If authorized to move forward with planning by the Board, discussions with Greek organizations would include their desired location on the site and green space and recreational amenities on the site (volleyball court, basketball court, etc.). This information would be used to produce a final site plan that would drive future phases of build-out.

Three Greek organizations have indicated their interest and ability to meet financial terms to be included in a first phase of build-out. This phase would include a new access drive to the site and limited parking along this drive. University administration and their consultants would work with these organizations to produce final building plans, site locations and cost estimates for construction. These construction costs, along with financing costs, would be used to develop final lease terms with the chapters. It is the intent to design a lease structure that recognizes the equity commitment of these chapters, which might be reflected in a lease structure that adjusts over time for those chapters who continue long term lease commitments.

It is the intent of administration that final floor plans, site plans, construction cost estimates and financing options are presented to the Board for final approval at their May 2015 meeting.
Regent Neely-Martin expressed concern about how the University can ensure it incorporates all fraternities and sororities into the plans, especially historically black fraternities and sororities that may not have the financial means to participate in this project. Assistant Vice President Skinner indicated that all fraternities and sororities were invited to the initial meeting to discuss this concept and efforts are being made to include all groups in the discussion but that some organizations are not ready to participate in the initial phase of the project.

A motion was made by Regent Todd and seconded by Regent Knudtson to approve the conceptual design of Phase I Greek Housing and authorize administration to complete design development, investigate financing options and negotiate lease terms with Greek organizations, and to present recommendations to the Board at their May 2015 meeting. The motion carried unanimously.

Regent Knudtson suggested that the University identify opportunities for involving other fraternities and sororities, recognizing that some of these opportunities may be outside of the Greek Housing feasibility analysis.

**CONSIDERATION OF APPROVAL OF RESOLUTIONS DECLARING INTENT TO REIMBURSE CERTAIN PROJECT COSTS WITH PROCEEDS OF BONDS AND AUTHORIZING CERTAIN ACTIONS IN CONNECTION WITH THE PROPOSED ISSUANCE**

President Dobbins asked Vice President Mangels to present the recommendation that the Board approve the two resolutions declaring (1) intent to reimburse certain project costs with proceeds of bonds and (2) authorizing certain actions in connection with the proposed issuance [Attachment J].

University administration monitors outstanding debt to determine if market conditions warrant refinancing. The Series 2011 bonds are eligible for a current refunding on or after April 2016, however, one advance refunding prior to this date is allowed.

Market conditions in the tax exempt bond arena during the last four weeks have shown a potential interest savings between 7% and 10% over the remaining sixteen year life of these bonds. Potential present value savings of reduced interest payments could range from $950,000 to $1.2 million.

In addition, the University has been investigating the construction of Phase I Greek Housing, which is estimated at $5.25 to $6.0 million total project cost depending on the scope of participation by fraternities in the first phase. While a tax exempt bond issue is an attractive option for financing this project because it allows the longest amortization period, it would add the cost of underwriting to the project. If the issuance of bonds for construction funds for the Greek Housing project were combined with a
refinancing of the Series 2011 bonds, the cost of issuance attributed to the Greek Housing project would be reduced making it a more viable financing option.

Certain project costs are anticipated to occur now related to the planning and design of Greek housing on North Sprigg Street, such as architectural/engineering services. Bond issuance may be a viable long-term financing option for this project which may be approved by the Board in the future. The attached resolution (Attachment 1), which is required by Treasury Regulations, provides the University with the flexibility, but not the requirement, to be reimbursed for current project costs from future bond proceeds.

The second resolution (Attachment 2) allows the University to make arrangements for structuring and issuing bonds. In order to proceed with assessing the market conditions and viability of refinancing the Series 2011 bonds, or financing the Greek Housing project, it may be necessary for University administration to select and employ a municipal advisor or an underwriting firm and bond counsel to analyze financing structures. However, bonds shall not be issued and no contract for the sale of the bonds shall be entered into without further authorization by the Board of Regents.

Neither of these resolutions obligate the University to issue bonds in the future or require a specific amount of bonds to be issued. Both resolutions were provided by bond counsel.

A motion was made by Regent Knudtson and seconded by Regent Neely-Martin to approve the two resolutions declaring (1) intent to reimburse certain project costs with proceeds of bonds and (2) authorizing certain actions in connection with the proposed issuance. The motion carried unanimously.

**PRESIDENT'S REPORT**

**Report Items**

Members of the Board were provided with the following report items:
- President Dobbins’ Testimony to the House Appropriations Committee [Attachment K];
- Progress Report on Contracts and Facilities Management Projects [Attachment L]; and
- Spring 2015 Fourth Week Census Report [Attachment M].
CONSIDERATION OF MOTION TO RECESS THE OPEN SESSION AND RECONVENE THE CLOSED SESSION

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

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

The motion carried unanimously.

The meeting recessed at 12:14 p.m.

The meeting reconvened at 1:30 p.m.

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.

CONSIDERATION OF MOTION TO ADJOURN

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

The meeting adjourned at 1:32 p.m.

Brady L. Barke
Board of Regents’ Secretary

APPROVED:

Doyle L. Privett, President
Board of Regents
Southeast Missouri State University
PROGRESS REPORT – Contracts and Facilities Management Projects

Part I – Contracts 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>
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<tbody>
<tr>
<td>Replace Student Recreation Center South Roof</td>
<td>Shay Roofing, Inc.</td>
<td></td>
<td>$175,045</td>
</tr>
<tr>
<td>University Center Parking Lot 1-22 Improvements</td>
<td>Nip Kelley Equipment Company, Inc.</td>
<td></td>
<td>$133,210</td>
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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:

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<tr>
<th>PROJECT</th>
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<th>DESCRIPTION</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>Abe Stuber Track Resurfacing/Restoration</td>
<td>Nip Kelley Equipment Co.</td>
<td>Contract completion date was extended due to weather conditions. Removed and replaced 192 sf of existing delaminated surface.</td>
<td>$51,145</td>
</tr>
<tr>
<td>Boiler Plant Stair and Exterior Improvements</td>
<td>Kiefner Brothers, Inc.</td>
<td>Elevated concrete slab area at base of stair by 6”. Increased trench drain from 3’ to 16’. Demolished and replaced fence. Added additional rebar mat at sidewalk on top of tunnel and new lid hatch at base of stairs.</td>
<td>$8,836</td>
</tr>
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### Part III – Facilities Management Capital Projects Update Report

#### A. STATE FUNDED CAPITAL IMPROVEMENT PROJECTS

<table>
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<th>PROJECT</th>
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#### B. LOCAL FUNDED AND MAINTENANCE & REPAIR CAPITAL IMPROVEMENTS OVER $50,000

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>STATUS</th>
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<tbody>
<tr>
<td>2. General Electrical Contract 2015</td>
<td>Bids opening was held April 8, 2015 and are under review. New contract will be effective July 1, 2015. Completed substation repairs under current contract.</td>
</tr>
</tbody>
</table>
| 3. Boiler Plant Stair and Exterior Improvements (10496)  
Boiler Plant-Roof at Coal Pit (10496C) | Opened stairs to campus foot traffic on March 21, 2015. Contractor is addressing punch list items and beginning project closeout. |
<p>| 4. Horticulture Incubator Lab - Kennett Regional Campus (10526) | Completed work and final pay application. Addressing three warranty items. |
| 5. Kenneth W. and Jeanine Dobbins River Campus Center (10575) | Project is under warranty. Completion of final change order to install additional ground lighting of West Wing is underway. Reworking the fabricated housing for the brick relief sculpture lighting. |
| 6. Tennis Complex Renovations (10615) | Adhered Redhawk logo sample sticker on court #4. A nine month warranty inspection will be performed in June, 2015. |
| 7. Sikeston Irrigation (10647) | Project preconstruction meeting with Irrigation Central was held April 17, 2015. Notice to Proceed was issued April 20, 2015. Contractor has 30 days to complete the project. |
| 8. Campus Wide Exterior Envelope Cleaning (10662) | Contract awarded to James G. Staat Tuckpointing &amp; Waterproofing, with work to begin after commencement. Project includes Kent, Scully, Dempster and River Campus Seminary building. |
| 9. Rosengarten Video Tower (10667) | Project is under warranty until August 2015. |
| 10. Creative Labs Incubator (10676) | Furniture delivery is in progress. Contractor is completing final punch list items. Catapul Creative House soft opening was held May 1, 2015. |
| 11. SRC-S Strength &amp; Conditioning Flooring (10684) | Project is currently in design phase. Bid opening is scheduled for mid-May 2015. Project is scheduled for completion August 2015. |</p>
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<tbody>
<tr>
<td>12. Rice Breeder Greenhouse at Southeast Missouri State University – Malden (10688)</td>
<td>M2 Architecture are designing the Greenhouse and site utilities.</td>
</tr>
<tr>
<td>13. Campus Space Utilization Study (10706)</td>
<td>Interior renovations planned at Dearmont to relocate Institutional Research offices from Kent Library. Redesign of Kent 412 office suite as a tutoring area is underway. Review of A/E feasibility service for Grauel Building renovation is in progress.</td>
</tr>
<tr>
<td>15. Abe Stuber Track Resurface/Renovation (10717)</td>
<td>Work is complete. Awaiting approval of unit cost change to complete final payment.</td>
</tr>
<tr>
<td>17. Towers North HVAC Renovation (10739)</td>
<td>Construction documents are being prepared by The Lawrence Group. Bid opening is anticipated for Fall 2015. Work will begin Summer 2016.</td>
</tr>
<tr>
<td>18. University Center Parking Lot 1-22 Improvements (10741)</td>
<td>Bid awarded to Nip Kelley for base bid (asphalt repair and addition) and alternate 1 (vinyl coated chain link fence).</td>
</tr>
<tr>
<td>19. Repairs to Houck Stadium South Press Box (10747)</td>
<td>Original bid exceeded budget. Project is being redesigned as an exterior envelope project with alternates for interior finishes, doors, windows, and banner supports.</td>
</tr>
<tr>
<td>20. Aquatic Center Interior Renovation (10751)</td>
<td>Bid opening was held April 23, 2015. Bids currently under review for re-plastering the pool and interior painting.</td>
</tr>
<tr>
<td>21. Wildwood House Improvements (10761)</td>
<td>Notice to Proceed issued to Boulder Construction on March 30, 2015 for roof replacement and house painting. University requested a delayed start of work until mid-June. Contractor has 30 days to complete work.</td>
</tr>
<tr>
<td>22. Sewer Line Remediation-Group, Crisp, Dearmont (10762)</td>
<td>Construction drawings are complete. Project management staff are working with City of Cape Girardeau on permits.</td>
</tr>
<tr>
<td>23. Crime Lab DNA Space Renovation (10766)</td>
<td>Missouri Highway Patrol requested renovations. A/E contract being issued to Phillip Smith Architects for design work.</td>
</tr>
<tr>
<td>24. Serena Sewer Repairs (10769)</td>
<td>Bypassed collapsed sanitary sewer main at Serena Hall. A/E contract being generated with Archimages.</td>
</tr>
<tr>
<td>PROJECT</td>
<td>STATUS</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>25. Greek Housing – Alumni Drive (10772)</td>
<td>Hollis &amp; Miller Architects are completing design development phase for four Greek houses, based on chapter input. Updated site plans and cost estimates to be presented at the May 8 Board of Regents meeting.</td>
</tr>
<tr>
<td>26. 325 Broadway – Mass Media Renovations (10777)</td>
<td>Archimages, the A/E firm, produced draft floor plans for the basement and first floor based on department input. The renovation accommodates The Arrow (student newspaper), public relations, advertising, and the Mass Media TV/Film production. A meeting was held with Rust Communications and Mass Media department on April 8, 2015 to review floor plans and revisions are being reviewed.</td>
</tr>
</tbody>
</table>

**Part IV – Other Capital Projects**

<table>
<thead>
<tr>
<th>Project</th>
<th>Vendor</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
I. Motion to be Considered:

Approve the conferring of degrees upon the candidates for Spring 2015 and Summer 2015. 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.
Harrison College of Business

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Nikhil R. Singredy
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MASTER OF SCIENCE
<table>
<thead>
<tr>
<th>IN NURSING</th>
<th>SPECIALIST IN EDUCATION</th>
</tr>
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<tr>
<td>Keilin R. Roslen *</td>
<td>Deanna L. Herring *</td>
</tr>
<tr>
<td>Jessica L. Satterfield</td>
<td>Kristen R. Huffman *</td>
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<td>Melissa A. Steele</td>
<td>Lindsey M. Johnston *</td>
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<tr>
<td>Valerie A. Vaughn</td>
<td>Douglas A. Koenig *</td>
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<tr>
<td>Angela K. Robertson-Turner</td>
<td>Stephen J. Nix *</td>
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<td>Debbie A. Anderson</td>
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<td>Melanie A. Haney</td>
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<td>Leah W. Kelley</td>
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<tr>
<td>Ashley M. Oldham</td>
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</tr>
</tbody>
</table>

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- Joel R. Roth *
- Adam T. Sherry *
- Nicole B. Simon *
- Michelle R. Walker *
Honors Graduates

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Thomas A. Crossen
Audrey M. Dambach
Logan M. Daniels
David C. Davis
Christopher J. Dedert
Zachary J. Dillinga
Lauren Dworsk
Kayla L. Ehlers
Andrea A. Ernt
Peggy S. Foller
Christina M. Fredrick
Logan S. Friedrich
Chelsey R. Gegg
Tamara M. Gent
Audrey E. Gibson
Robert B. Gilmore
Jessica E. Girman

Alecia R. Glaus
Jennifer M. Govero
Abbey L. Gray
Tyler A. Griffin
Ashley C. Grigsm
Laurie A. Grissom
Tara E. Grojjan
Audrey L. Hagood
Sierra L. Hamlin
Sarah E. Hansen
Samantha M. Harmon
Kimberly N. Hauser
Emily G. Hecht
Coral M. Hezel
Justin P. Holop
Taylor Huey
Stephanie D. Hunt
Syed S. Hussain
Rachel P. Isakynski
Anthony P. Jackson
Carrie Jackson
Kyle A. Jacobsmeyer
Caitlin M. Jasper
Bethany L. Joiner
Alexis B. King
Dalton R. Kott
Colton W. Koch
Chad M. Kreutz
Melanie R. Lacej
Kelsey D. Layton
Victoria E. Loving
Jenna C. Lowe

Anthony W. Lullo
Hannah R. Lundy
Jenny M. Macke
Gary M. Masimone II
Melissa R. Mather
April N. Mayberry
Kurt McDowell
Brett M. Mello
Samantha A. Mercer
Logan F. Miller
Dixie A. Mitzen
Jessica A. Mues
Hannah R. Netherland
Morgan P. Newell
Jamie R. Nitz
Kathryn Novak
Ali R. O'neal
Zachary J. Orlando
Kathy M. Overly
Ashley E. Patterson
Donna M. Payne
Kevin R. Phelps
Blake A. Pobst
Carly M. Pruemer
Mirra N. Pupek
Gabrielle M. Regan
Melanie Rentz
Olivia Richardson
Emily E. Riley
James Roach
Stefani A. Robinson
Alexandra C. Rohlfing
Timothy E. Rosenm

Magna Cum Laude

Joshua K. Abner
Kaylee D. Adams
Cassandra L. Ambuehl
Kelsay B. Allen
Babagali B. Biggs
Victoria Y. Bockstruck
Amy M. Bush
Aaron S. Carroll
Emlly L. Cline
Andrew J. Collins
Jessica D. Contant
Brennen T. Cox
Amy C. Coyle
Kasey M. Crowdon
Damon W. Crucani
Nicola K. Czerniewski
Kelsa S. Dannenmueller
Mallory J. Degehardt
Brooke E. Dohogne
Britney D. Downs

Ivie N. Ervin
Natalie C. Faulstich
Samantha G. Fink
Nolan J. Foxer
Miranda J. Foster
Amanda Fox
John C. Fox, Jr.
Sarah G. Gibble
Brooke N. Glastetter
Brooke D. Grubb
Heather R. Hanes
Alacia G. Heidbreder
Elaine M. Hendrix
Dalton J. Hewitt
Lauren N. Hickson
Adam D. Hinton
Kaitlyn A. Holgrave
Kaley Hough
Jared J. Holop
Devyn S. Hummel

Melissa D. Hunsaker
Patricia D. Hunter
Gregory M. Jackson
Anna C. Jacobs
Logan M. Jeff
Amber L. Joiner
Sushma Kahlwadi
Braylon A. Klaus
Taylor M. Khoury
Austin L. Koenig
Kelsay Koogl
Stephanie M. Kollisch
Antonet Crystal S. Kumulatsooi
Ashley R. Lacy
Nevada R. Lewis
Mary K. Littik
Shelby J. Loggins
Devin R. Loz
Wel Dong Luo
Tiffany D. McKinney

Erin M. Meadows
Joel D. Melichar
Alan B. Miller
Marla C. Minson
Olivia C. Nathan
Kathleen T. Nelson
Lydia G. Ness
Nicole A. Nickels
Sara E. Nowotny
Patrick K. O'Brien
Lisa M. O'Keefe
Alison L. Parks
Austin D. Pellick
Sarah E. Reeves
Nicole F. Reyes
Ashley D. Robinson
Ryan E. Robinson
Colby D. See
Amy L. Shell
Kaitlyn P. Slama

Summa Cum Laude

Katie M. Allmeroth
Tim A. Allhage
Alex D. Amsilbeke
Mallory L. Arens
Andrew J. Bauman
Arielle M. Bohmert

Hayley C. Bohnert
Kaelyn M. Brotherhood
John M. Brucker
Rachel J. Bunemann
Torey B. Byrd
Kristina N. Caruso

Hallie N. Conrad
Taylor D. Cox-Hoffman
Daniel O. Dornseif
Jessica L. Fischer
Natalie L. Hagan
Kathryn G. Hay

Rebecca M. Hermann
Shawn C. Heuring
Ethan T. Hochstein
Bryan L. Hubrecht
Madison L. Jameson
Erica J. Jobe

Kayla R. Johnson
Connor J. Joyce
Melissa R. Jung
Dustan L. Keller
Robert H. Keough
Chelsea L. Klingle
Raven N. Lanier  
Katle. E. LaRue  
Rebekah J. Lawson  
Brett E. Leimbach  
Laura B. Liefre  
Mackenzie Martin  
Zachary M. McDowell  
Kayla M. Mengwasser  
Aaron L. Miller  
Krista J. Miller  
Kelli L. Mitchell  
Tiffany Morgan  
Rachel C. Nation  
Dakota M. Oehl  
Donna M. Page  
Alaina G. Paslerb  
Timothy L. Pierce  
Zachary R. Quick  
Brian J. Rabe  
Elizabeth A. Reeves  
Kristen R. Richardet  
Mark Richter  
Sara N. Richter  
Tejay C. Riddle  
Lindsey L. Rudolph  
Emily L. Rybolt  
Laura R. Schafer  
Elizabeth J. Schelben  
Linda L. Schelber  
Victoria D. Schwer  
Connor L. Scott  
Laura E. Scott  
Robyn L. Shanahan  
Weston T. Sharp  
Rebekah A. Smith  
Miriam A. Snider  
Anna C. Steffel  
Paige D. Steinhoff  
Meredith J. Stranges  
Haley M. Sturgess  
Elena R. Tanner  
Brandon S. Tappmeyer  
Karen M. Trout  
Susan E. Turner  
Sara T. Uhls  
Gloria R. Westlake  
Andrea D. Wills  
Alexandra M. Winkler  
Alice M. Winiarski  
Rachel L. Wright  
Logan S. Young  
Jonah R. Zink  
Katelyn M. Brotherston - History  
Elaine M. Hendrix - History  
Syed S. Hussain - Polytechnic Studies  
Jordan C. Murphy - Human Env Std  
Lydia G. Ness - History  
Jacqueline L. Russell - Biology  

ACADEMIC DISTINCTION IN THE DEPARTMENT OF THE MAJOR

JANE STEPHENS HONORS PROGRAM

Andrew J. Bauman  
Katherine E. Beckman  
Amanda R. Boyer  
Katelyn M. Brotherston  
Allyson E. Brown  
Andrew J. Collins  
Melissa A. Wallace  
Logan M. Daniels  
Daniel O. Dornseif  
John C. Fox, Jr.  
Audrey L. Hagood  
Kaitlyn A. Holtgrave  
Raven N. Lanier  
Zachary M. McDowell  
William W. McNutt  
Rachel C. Nation  
Morgan P. Newell  
Jamie R. Nitz  
Alaina G. Paslerb  
Bobbie J. Riderhour  
Lindsey L. Rudolph  
Samantha R. Sartori  
Colby D. See  
Amy L. Shell  
Brandon S. Tappmeyer  

OMICRON DELTA KAPPA

Samantha D. Alexander  
Tiffanie B. Atherton  
Andrew J. Bauman  
Katelyn M. Brotherston  
Weston M. Blankenship  
Madison L. Boismecke  
Hayley C. Bohnert  
Jessica L. Bolhafer  
Robert L. Bolhofner  
Katelyn J. Brady  
Allyson E. Brown  
Rachel J. Donnemann  
Ellen E. Foley  
Sylvia L. Foster  
Deanna L. Hurting  
Alexandra L. Holland  
Erica R. Job  
Chad M. Kreutz  
Julianne L. Mason  
Devin C. Monahan  
Andrew J. Minton  
Alison L. Parks  
Alaina G. Paslerb  
Kristen R. Richardet  
Timothy E. Rosemann  
Lindsey L. Rudolph  
Gail L. Sanchez  
Samantha R. Sartori  
Jessica L. Saltzelfield  
Miriam A. Snider  
Anna C. Steffel  
Brandon S. Tappmeyer  
WyKeshia R. Wallace  
Jenna R. Wehrer  
Adam J. Werner  
Chethura Wickreme Senoviratne  
Logan S. Young  

Phi Eta Sigma

Alex D. Armlunke  
Mallory L. Arens  
Andrew J. Bauman  
Katherine E. Beckman  
Katie B. Belshe  
Sydney A. Blich  
Abigail H. Biggs  
Weston M. Blankenship  
Katherine E. Blasinsky  
Amanda R. Boyer  
Katelyn J. Brady  
Danielle N. Brookes  
Beladora M. Brookshire  
Katelyn M. Brotherston  
Allyson E. Brown  
Alex Buchtel  
Lindsey N. Carter  
Kristina N. Caruso  
Mariah E. Cella  
Kelsey A. Chasse  
Andrew J. Collins  
Hallie N. Conrad  
Jessica D. Constant  
Logan M. Daniels  
Stephanie M. Dentzmann  
Daniel O. Dornseif  
Philip A. Eaton  
Courtney A. Fallart  
Jessica L. Fischer  
Ellen E. Foley  
Christine M. Friedrick  
Audrey L. Hagood  
Sierra L. Hamlin  
Kimberly N. Hauser  
Kathryn Hay  
Casey M. Hinkkebel  
Ethan Hochstein  
Alexandra L. Holland  
Kaley Horst  
Melissa D. Hunsaker  
Patricia D. Hunter  
Ceilin M. Jasper  
Erica R. Job  
Melissa R. Jung  
Robert H. Keough  
Tricia J. Kirchdoerfer  
Chelsea L. Kline  
Janel M. Koong  
Melanie R. Lacey  
Raven N. Lanier  
Brett J. Larkowski  
Katie E. LaRue  
Heather M. Leible  
Laura B. Lieber  
Jenna C. Lowe  
Wei Dong Luo  
Emily R. Luk  
Alyson N. Martin  
Zachary M. McDowell  
Erik M. Meadows  
Ashley Medina  
Kayla M. Mengwasser  
Kelli L. Mitchell  
Wesley D. Montgomery  
Lauren N. Murray  
Rachel C. Nation  
Katelyn Newell  
Morgan P. Newell  
Janna M. Owens  
Alison L. Parks  
Alaina G. Paslerb  
Rachel M. Peters  
Amber D. Pierce  
Jason M.ourney  
Kristen R. Richardet  
Bailee L. Roberts  
Corey A. Rogers  
Lindsey L. Rudolph  
Emily N. Sampi  
Jessica L. Saltzelfield  
Garet F. Schafer  
Kelsey D. Schrempp  
Victoria D. Schweer  
Laura E. Scott  
Colby D. See  
Elena R. Tanner  
Kristie Thiele  
Karen M. Trout  
Zachary W. Tucker  
Trisha L. Turnbough  
Susan E. Turner  
Michelle K. Volkerding  
Lindsey R. Wohmeyer  
Danny T. Welker  
Andrea D. Wills  
Danielle M. Wilson  
Elizabeth Wohlschleger  
Carrie J. Wyles  
Logan S. Young  

Phi Kappa Phi

Cassandra L. Ambuehl  
Tiffanie B. Atherton  
Andrew J. Bauman  
Abigail H. Biggs  
Hayley C. Bohnert  
Lauree M. Booth  
Jodi L. Bradley  
Katelyn M. Brotherston  
Sariah Q. Centrell  
Kristina N. Caruso  
Jiaxin Chen  
Emily L. Cline  
Nina L. Conrad  
Taylor D. Cox-Hoffman  
Damon W. Crucani  
Andrew J. Ebert  
Courtney A. Fallart  
Jessica L. Fischer  
Ellen E. Foley  
Brooke N. Glastetter  
Kristine A. Hawkins  
Kathryn G. Hay  
Elaina M. Hendrix  
Shawn C. Hurching  
Casey M. Hinkkebel  
Kelly N. Jackson  
Erica R. Job  
Kayla R. Johnson  
Melissa R. Jung  
Robert H. Keough  
Chelsea L. Kline  
Taylor M. Klump  
Daikin R. Knott  
Stephanie M. Kotsch  
Catherine E. Krebs  
Raven N. Lanier  
Katie E. LaRue  
Heather M. Leible  
Wei Dong Luo  
Mary M. Marshell  
Mackenzie Martin  
Erin M. Meadows  
Ashley Medina  
Shaylin E. Montgomery  
Olivia C. Nathan  
Rachel C. Nation  
Nicole A. Nickels  
Roy A. Northern  
Tami J. O’Haver  
Janna M. Owens  

Phi Kappa Phi
BOARD OF REGENTS

MOTION CONSIDERATION FORM

May 8, 2015

Open Session

I. Motion to be Considered:

Approve the proposed Tuition and Fee Schedule (Attachment 5) including tuition for the main campus and the regional campuses, effective for Fall 2015.

II. Background:

The Budget Review Committee (BRC) is composed of 30 individuals who represent all major interest groups on campus. BRC considered recommended increases in state appropriations, current operating revenue, the cost of continuing institutional commitments and operating expenditures, program enhancement requests, enrollment requests and fees at comparable institutions. As a result of the BRC’s deliberations, the FY16 proposed University Operating Budget was submitted to President Dobbins for approval.

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 1.43% increase in state appropriations for FY16 which equates to a $669,042 increase for Southeast (less a state 3% withholding). Southeast did meet all five of the performance funding indicators established with the Missouri Department of Higher Education for the FY16 appropriation process, which equates to a 1.19% appropriations increase or $556,200 for Southeast. Additionally, due to President Dobbins’ work with the Coordinating Board for Higher Education (CBHE), the Council on Public Higher Education (COPHE), and the Governor’s Office, this is the first year a funding formula was designed and utilized to compensate institutions for increased enrollment. This equity funding provided Southeast an additional 0.24% in appropriations, or $112,842.

Recommended By:

Student Government ___________________________ Chairperson ___________________________
Faculty Senate ___________________________ Dean ___________________________
Administrative Council ___________________________ Academic Council ___________________________
VP, Enroll. Man. & Stu. Suc. ___________________________ Provost ___________________________
VP, Finance & Admin. ___________________________ President ___________________________
VP, University Advancement ___________________________

Board Action on: ___________________________

Motion By: ___________________________
Second By: ___________________________
Vote: ___________________________
Yeas: _______ Nays: _______
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. In addition, the university has approved fifteen new faculty positions over the last two years. The recommendations from the salary equity study, approved by the Board in October, 2013, were implemented in January 2014. As part of the FY16 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 University has also been proactive investing in university programs by allocating one-time funds for equipment to all divisions over the last three fiscal years. However, outside of individual requests brought to BRC for operations dollars, the University has not been able to restore operations dollars cut during the last five fiscal years to meet state budget shortfalls. Operations’ budgets were reduced by 10% for academic units and 12% for non-academic units between FY10 and FY13. BRC considered the need to begin reinvesting operations dollars strategically across the university, and recommended $100,000 in a base operations pool to be reallocated by division.

The BRC Budget Worksheet in Attachment 1 outlines the factors considered and the committee’s recommendation to the President to meet expense obligations for the proposed FY16 budget. In addition to the BRC recommendations, the President has recommended a $50,000 pool (base and one-time dollars) for campus diversity initiatives. The timeline of the university Task Force on Diversity Education did not allow for recommendations to be finalized in time for the FY16 BRC cycle, however, it is anticipated there will be initiatives that the campus will recommend implementing in FY16.

Recommendations from BRC and the President for the FY16 general operating budget include:

**Revenues**

1. $497,556 from unbudgeted base appropriations from the FY15 budget process.
2. $646,924 increase in state operating appropriations (based on 1.43% increase).
3. $56,129 from retirement cost savings from recent faculty retirements.
4. $50,000 from anticipated savings from credit/debit card service fee implementation.
5. $100,000 from change in funding faculty/staff recruitment costs from one-time personnel savings.
6. $364,606 due to an increase in tuition revenue net of related expenditures (e.g. scholarships and fee waivers) from a 0.75% increase in undergraduate tuition rate.
7. $441,888 due to an increase in tuition revenue net of related expenditures (e.g. scholarships and fee waivers) from international (undergraduate and graduate) and graduate enrollments.
8. $62,500 due to $2.50 increase in the special course fee for online courses ($1.25 to general operating budget), the second phase of an increase approved by the board in May 2014.
9. $298,142 due to new and adjusted course fees assessed on high cost programs (Nursing, Computer Science, Athletic Training, Music, Theatre & Dance, and Finance).

Expenses

1. $513,826 base funding for cost to continue operations including anticipated health insurance premium increases, faculty promotion pool and staff merit pool.
2. $6,659 base operations and $43,341 one-time funding for recommendations for campus diversity initiatives, recommended by the President.
3. $100,000 base operations pool to be reallocated by division.
4. $14,000 base funding for Athletics intern/temp labor pool for Sports Information.
5. $200,000 base funding and $50,000 one-time funding to establish an advertising/marketing budget for university-wide promotion.
6. $95,000 base funding for a tenure track faculty position in Hospitality Management.
7. $98,000 base funding for six graduate assistants to teach online courses in conjunction with a faculty mentor.
8. $100,000 base funding for Kent Library operations for the increased cost of periodicals.
9. $25,000 base funding for Marching Band operations including uniforms, meals and travel related expenses.
10. $25,500 base funding for annual software maintenance expense for College Scheduler, registration software benefitting students and advisors.
11. $55,852 base funding for a staff member in International Admissions recruiting.
12. $66,145 base funding for a staff member in Information Technology to assist with campus database and server administration.
13. $52,180 base funding for a staff member in Student Accounts to assist with system coding, testing and maintenance, and increased volume of processing related to enrollment, special fee structures and state/federal regulations.
14. $39,000 base funding towards the cost of a staff member in advancement focused on development activities with the regional campuses, agriculture and other programs. Remaining dollars to be provided by the Foundation.
15. $1,005,589 base funding for performance based merit increases for faculty and staff. Administrative/professional and clerical/technical/service staff would receive a 1.5% merit increase. In accordance with the current faculty handbook policy, faculty would receive a 1.3125% base merit increase and the remaining 0.1875% pool would be used to fund post-professorial merit increases.
16. $18,556 for a 1.5% increase to the compensation levels for faculty overload and temporary faculty pay scale.
17. $6,853 for a $500 increase (from $2,000 to $2,500) in the merit salary increase for RNTT faculty.
18. 95,085 base funding for employee benefit enhancements including an increase to the family health coverage supplement and expanded employee assistance program benefits.
19. $312,875 in one-time funds for various initiatives including travel and operations costs for student teaching supervision in the College of Education, continuation of term professional staff positions in student outreach, Quality Matter review of online courses
as directed by the Board of Regents, and partial funding of a term Agribusiness RNTT faculty at the regional campuses (joint program with Three Rivers College).

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 2 shows Fall 2014 and planned Fall 2015 undergraduate tuition 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 2015-2016, the allowable increase for Southeast, as determined by the Missouri Department of Higher Education, is $54.54 or $1.81 per credit hour. BRC recommended and Student Government approved that tuition be approved by the full amount of the allowable increase, but that fees assessed to undergraduate resident students only increase by $1.75 per credit hour (Attachment 3).

As background, the Board did approve increasing tuition in FY11, FY12, FY13 and FY15 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 4 shows the fees approved and assessed for Fall 2015 and proposed for Fall 2015. As Attachment 4 details, the university would waive $9.06 per credit hour of residential undergraduate tuition in FY16 if the Board accepts the BRC recommendation.

As shown in Attachment 5, BRC recommends that total fees assessed to residential undergraduate students in Fall 2015 increase from $231.25 per credit hour to $233.00 per credit hour. Resident and non-resident graduate tuition is recommended to increase by 0.8%.

In addition to increasing tuition by 0.65% on lower division courses at the regional campuses, it is recommended to increase the technology/maintenance fee on these courses by $8.00 per credit hour for a total rate of $150.00 per credit hour. This revenue would help fund deferred maintenance needs at the regional campuses identified in a recent facility assessment. Even with the recommended increase, the fee on lower division courses would be less than community college rates in the area.
## BUDGET REVIEW COMMITTEE BUDGET WORKSHEET FY2016

### SOURCES OF ADDITIONAL FY16 FUNDS:

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<tr>
<th>Description</th>
<th>Original</th>
<th>Budget Review</th>
<th>President</th>
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<tr>
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<td>497,556</td>
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<tr>
<td>Appropriation Increase - 1.43%</td>
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<tr>
<td>CURP Savings Due to Recent Retirements</td>
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<td>Anticipated Savings from Service Fee Implementation</td>
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<td>Increased Revenues</td>
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<tr>
<td>Tuition Increase (SB389)</td>
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<td>Online Course Fees - Approved Fee Increase</td>
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<td>UG International - Increased Enrollment ($78,813 per 10 FTE)</td>
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<td><strong>Total Estimated Sources</strong></td>
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### ESTIMATED EXPENSES

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<td>Mosers Increase</td>
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<td>Benefits Increase</td>
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<td>Faculty Promotion Pool:</td>
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### PROGRAM ENHANCEMENTS / REDUCTIONS:

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<td>Student Government Recommendations</td>
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<td>Institutional Services Recommendations</td>
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<td>Create Operations Budget Pool to be Reallocated by Division (2%)</td>
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<td>Create Operations Budget Pool to be Reallocated by Division - Flat Amt</td>
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<td>Sports Information Intern/Temp Labor Budget - Athletics</td>
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<td>Advertising/Media Budget - Marketing</td>
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<tr>
<td>250,000</td>
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<tr>
<td>50,000</td>
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<tr>
<td><strong>Subtotal Program Enhancements/Reductions</strong></td>
<td>$1,045,177</td>
<td>$ 312,875</td>
<td>$362,875</td>
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</table>

### Academic Affairs Recommendations

<table>
<thead>
<tr>
<th>Description</th>
<th>Original</th>
<th>Budget Review</th>
<th>President</th>
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<tbody>
<tr>
<td>3 Yr Term Agribusiness RNTT (joint with TRC ) - COSTA</td>
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<td>Hospitality Management TT Faculty ($78,190 base) - HCB</td>
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<td>QM Review for Online Courses - Online Learning</td>
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<td>Funding for 6 GA's (fee waiver and stipend) - Online Learning</td>
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<td>Periodicals Budget Increase - Kent</td>
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<td>Marching Band Operations Increase - SVPA</td>
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<td>Travel &amp; Operations for the Office of Clinical &amp; Field Work - COE</td>
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<td>22,000</td>
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<td><strong>Enrollment Mgt &amp; Student Success Recommendations</strong></td>
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<tr>
<td>College Scheduler Annual Software Expense</td>
<td>25,500</td>
<td>25,500</td>
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<tr>
<td>One Yr Term EAP/Outreach Coord ($41,670 base)</td>
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<tr>
<td>One Half of One Yr Term Asst Dir of Outreach Programs - ($47,640 base)</td>
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<td>32,775</td>
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<tr>
<td><strong>Finance &amp; Administration Recommendations</strong></td>
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<tr>
<td>Assistant Database Administrator ($48,255 base)</td>
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<td>66,145</td>
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<tr>
<td>SFS Operations Coordinator/System Administrator ($37,295 base)</td>
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<td>52,180</td>
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<td><strong>University Advancement Recommendations</strong></td>
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<tr>
<td>Dir of Development - Partially Foundation Funded ($57,455 base)</td>
<td>39,000</td>
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<tr>
<td><strong>Subtotal Program Enhancements/Reductions</strong></td>
<td>$1,045,177</td>
<td>$ 312,875</td>
<td>$362,875</td>
</tr>
</tbody>
</table>
### RECOMMENDED COMPENSATION PACKAGES:

#### Faculty
- **2% Salary Increase** $714,160
- **1.5% Salary Increase**
  - 87.5% base merit (1.3125% Salary Increase) $468,668
  - 12.5% post-professorial merit $66,952
- **PT/OVL Compensation - 2% Rate Increase Tied to Faculty Salary Adj** $24,740
- **PT/OVL Compensation - 1.5% Rate Increase Tied to Faculty Salary Adj** $18,556
- **RNTT Merit Pay Increase** $6,853

#### Administrative/Professional
- **2% Salary Increase** $314,408
- **1.5% Salary Increase**
  - Base $235,806

#### Clerical/Technical/Service
- **2% Salary Increase** $146,924
- **1.5% Salary Increase**
  - Base $110,193

#### Bargaining Unit
- **2% Salary Increase Pool** $85,494
- **1.5% Salary Increase**
  - Base $64,121

#### Graduate Assistants
- **2% Salary Increase** $25,382
- **1.5% Salary Increase**
  - Base $19,037

#### Executive
- **2% Salary Increase** $54,416
- **1.5% Salary Increase**
  - Base $40,812

#### Benefits Subcommittee
- Remove Verified Sick Leave Cap -
- Issue RFP for Dental Insurance -
- Increase Family Coverage Supplement to $325/month $91,800
- Expanded EAP Benefits 3,285

#### Total Recommended Compensation Packages $1,467,462 $1,126,083 $1,126,083 $91,340

### Total Estimated Expenses:
- **$3,040,882** $312,875 $2,511,086 $362,875 $2,517,745 $406,216
- **Ddifference** $523,137 $184,681 $6,659 $134,681 $0 $91,340
### Tuition and Fees at Comparable Institutions

#### State Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Offered</th>
<th>Fall 2014 (FY 15)</th>
<th>Fall 2015 (FY 16)</th>
<th>Fall 2014 to Fall 2015 Fee Increase - 15 hours</th>
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</thead>
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<tr>
<td></td>
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<td>Per Hour</td>
<td>15 Hours</td>
<td>General Fees</td>
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<tr>
<td>Southeast Missouri State</td>
<td>A</td>
<td>197.55</td>
<td>2,963.25</td>
<td>505.50</td>
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<tr>
<td>Lincoln University</td>
<td>B</td>
<td>205.00</td>
<td>3,075.00</td>
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<td>3,060.00</td>
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<td>3,197.25</td>
<td>435.00</td>
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<td>Truman State University</td>
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<td>295.66</td>
<td>3,547.92</td>
<td>-</td>
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<tr>
<td>Northwest Missouri State</td>
<td>A</td>
<td>178.65</td>
<td>2,679.75</td>
<td>1,385.20</td>
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<tr>
<td>University of Missouri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia</td>
<td>C</td>
<td>274.00</td>
<td>4,110.00</td>
<td>606.73</td>
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<tr>
<td>Kansas City</td>
<td>C</td>
<td>270.10</td>
<td>4,051.50</td>
<td>686.63</td>
</tr>
<tr>
<td>St. Louis</td>
<td>C</td>
<td>315.80</td>
<td>4,737.00</td>
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<tr>
<td>S &amp; T (Rolla)</td>
<td>C</td>
<td>274.00</td>
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<td>Community Colleges</td>
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<td>Three Rivers</td>
<td>(Out-of-District Rate)</td>
<td>120.00</td>
<td>1,800.00</td>
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<td>Cape College Center</td>
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<td>Out-of-State Institutions</td>
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<tr>
<td>Arkansas State University</td>
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<td>192.00</td>
<td>2,880.00</td>
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<tr>
<td>Murray State University</td>
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<tr>
<td>Southern Illinois-Carbondale</td>
<td>C</td>
<td>280.50</td>
<td>4,207.50</td>
<td>1,916.52</td>
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</tbody>
</table>

1. Fall 2015 are proposed fees based on direct contact with the institution or from various 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.  
6. Tuition and general fees are combined.  
7. Undergraduate tuition and general fees are capped at 12 credit hours.  
8. Tuition is capped at 15 credit hours.  FY15 general fees are capped at 12 credit hours with the exception of Facilities Maintenance and Info Tech fees. FY16 general fees are capped at 12 credit hours with the exception of Facilities Maintenance, Info Tech, and Athletics Fees.
SOUTHEAST MISSOURI STATE UNIVERSITY
STUDENT GOVERNMENT

RESOLUTION

NO. 15-26-C

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 .8% ($1.75 per credit hour) increase on in-state, undergraduate fees for FY16 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 ($3.50 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 ✓ PASS   FAIL TABLE

VETOED   PASSED ✓

Kelsey P. Ogle 4/27/15
SENATE PRESIDENT  DATE

Callie Cockrell 4/27/15
PRESIDENT OF THE STUDENT BODY  DATE
### SUMMARY OF APPROVED TUITION AND GENERAL FEES
### UNDERGRADUATE RESIDENT

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
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<tbody>
<tr>
<td></td>
<td>Approved and Assessed</td>
<td>Approved but Not Assessed</td>
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<tr>
<td>CURRENT TUITION (per credit hour):</td>
<td>$197.55</td>
<td>$9.00</td>
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</table>

<table>
<thead>
<tr>
<th>CURRENT GENERAL STUDENT FEES (per credit hour):</th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Cultural Arts Fee</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Maintenance &amp; Repair Fee</td>
<td>11.00</td>
<td>11.00</td>
<td>11.00</td>
<td>11.00</td>
<td>11.00</td>
<td>11.00</td>
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<tr>
<td>Student Recreation Center &amp; Intramurals Fee</td>
<td>5.25</td>
<td>5.25</td>
<td>5.25</td>
<td>5.25</td>
<td>5.25</td>
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<tr>
<td>Aquatic Center Fee</td>
<td>4.55</td>
<td>4.55</td>
<td>4.55</td>
<td>4.55</td>
<td>4.55</td>
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<tr>
<td>Student Activity Fee</td>
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<td>1.62</td>
<td>1.62</td>
<td>1.62</td>
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<td>Student Health Fee</td>
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<td>0.45</td>
<td>0.45</td>
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<td>Student Athletic Fee</td>
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<td>5.13</td>
<td>5.13</td>
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<td>Student Special Event Fee</td>
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<td>1.20</td>
<td>1.20</td>
<td>1.20</td>
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<td>Student Computing Fee</td>
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<td>3.50</td>
<td>3.50</td>
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</tbody>
</table>

**TOTAL GENERAL STUDENT FEES**  
$33.70  
$33.70  
$33.70

**TOTAL TUITION AND GENERAL STUDENT FEES**  
$231.25  
$240.25  
$242.06  
$233.00
### SUMMARY OF PROPOSED TUITION AND GENERAL FEES
**EFFECTIVE FALL 2015 SEMESTER**

<table>
<thead>
<tr>
<th></th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
<th>REGIONAL CAMPUSES</th>
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</thead>
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<tr>
<td></td>
<td>RESIDENT</td>
<td>NON-RESIDENT</td>
<td>RESIDENT</td>
</tr>
<tr>
<td>CURRENT FEES</td>
<td></td>
<td></td>
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<tr>
<td>CURRENT TUITION (per credit hour):</td>
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<td>$381.72</td>
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<td>CURRENT GENERAL STUDENT FEE</td>
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<td>(0.22)</td>
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<td>Total Current Tuition &amp; General Student Fee Realized by Students</td>
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<td>$292.00</td>
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<tr>
<td>PROPOSED FEES INCREASE</td>
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<tr>
<td>PROPOSED TUITION INCREASE</td>
<td>$1.81</td>
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<td>PROPOSED TECHNOLOGY/MAINTENANCE FEE INCREASE</td>
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<td>-</td>
<td>-</td>
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<td>TOTAL PROPOSED TUITION AND GENERAL STUDENT FEE</td>
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<td>$418.77</td>
<td>$294.50</td>
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<tr>
<td>Less Applied Tuition Fee Waiver</td>
<td>(9.06)</td>
<td>(6.27)</td>
<td>-</td>
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<tr>
<td>Total Proposed Tuition and General Student Fee Realized by Students</td>
<td>$233.00</td>
<td>$412.50</td>
<td>$294.50</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.
BOARD OF REGENTS

MOTION CONSIDERATION FORM

May 8, 2015

Open Session

I. Motion to be Considered:

Approve the reduction of a special course fee on undergraduate courses in Athletic Training, Computer Science and Nursing to $20 per credit hour; the implementation of a $20 per credit hour special course fee on undergraduate courses in Theatre & Dance, Music and the core courses for the Business Administration degree; and an increase on the special course fee on private music lesson courses to $125 per credit hour, effective Fall 2015.

II. Background:

In 2010 the University set a goal of identifying $20 million over the next five fiscal years to meet anticipated state appropriation reductions, fund continued cost of operating the University and personnel costs. As part of that planning process, the Budget Review Committee (BRC) identified special course fees/program fees as one of eight institutional categories for increasing revenue or reducing expenditures to balance the anticipated budget shortfall.

An analysis was completed to determine cost per student credit hour for each academic program, in order to consider the implementation of per credit hour course fees on high cost programs and per credit hour course fees by college or department. The initial analysis in 2010/2011 resulted in BRC recommending, and the Board approving, a $30 per credit hour special course fee on undergraduate courses in Athletic Training, Computer Science and Nursing. A commitment was made that the analysis of cost per credit hour for delivering undergraduate programs and those programs that qualified as high cost programs would be reassessed every three years.

BRC considered high cost programs during the fiscal year 2015 budget planning process, but could not come to a consensus on a recommendation. The Budget Office updated the analysis for

---

Recommended By: 
Student Government ____________________________ Chairperson ____________________________
Faculty Senate ____________________________ Dean ____________________________
Administrative Council ____________________________ Academic Council ____________________________
VP, Enroll. Man. & Stu. Svc. ____________________________ Provost ____________________________
VP, Finance & Admin. ____________________________ President ____________________________
VP, University Advancement ____________________________ 

Board Action on: ____________________________ Postpone: ____________________________
Motion By: ____________________________ Amend: ____________________________
Second By: ____________________________ Disapprove: ____________________________
Vote: Yeas: ________ Nays: ________
Approve: ____________________________
Secretary: ____________________________
the FY16 planning process, providing a three year average cost per student credit hour based on FY12 – FY14 data for all undergraduate academic programs (see Attachment 1). The average cost includes all costs incurred by the University as a result of offering each program, adjusted by any program specific income generated.

BRC defined a high cost program as a program in which the average cost per student credit hour was 150% or more of the university average for all undergraduate programs. The average cost per student credit hour for all undergraduate programs, as detailed in Attachment 1, is $141 per credit hour. Six academic programs exceeded that three year average by 150% or more.

The three programs identified as high cost programs in 2011 - Athletic Training, Computer Science and Nursing – still meet the criteria of a high cost program as established by BRC. However, their average cost per student credit hour has declined by approximately 39%. The revenue generated from a high cost program fee is intended to cover costs incurred in the general operating budget for delivering these programs, the majority of which are personnel related costs. The level of fee assessed is intended to generate revenue that would reduce the cost of offering the program to near or below 150% of the university average. Based on this, the BRC recommends that the existing special course fee on undergraduate courses in Athletic Training, Computer Science and Nursing be reduced from $30 to $20 per credit hour.

The data in Attachment 1 also shows three new academic programs meeting the criteria of a high cost program – Music, Finance and Theatre & Dance. In addition to assessing cost data, BRC considered information related to program accreditation, competing programs’ fee structure and student affordability. Based on all of these factors, BRC recommends a $20 special course fee be assessed on undergraduate courses in Theatre & Dance and Music. In addition, the existing $75 per credit hour course fee on private music lesson courses in Music would be increased to $125 per credit hour to more closely reflect the current cost of non-credit private music lessons offered by the department.

BRC considered feedback from the College of Business related to the Finance program, and more specifically the unique nature of the Business Administration degree. Students majoring in any of the business programs – Accounting, Economics, Finance, Management and Marketing – will all earn the degree of a Bachelor of Science in Business Administration (B.S.B.A.). Students in any of these five academic programs will take a core set of business courses, in which the instruction of these courses is spread across all five departments. This structure is unique to any other academic program, and therefore BRC recommended a different structure for assessment of a special course fee related to Finance. BRC recommends a $20 per credit hour course fee on the nine core business courses required for the B.S.B.A. degree.

The special course fee recommended for all six high cost programs would not be assessed on any course within the program with a university studies attribute. These courses may be taken as elective courses by students in any academic program, and it is not the intent of BRC to discourage enrollment in these courses by students outside of the major.
Attachment 2 indicates the assessment of these recommended fees would generate approximately $298,000 in new revenue for the general operating budget. Personnel costs account for 92% to 98% of the cost of offering these six programs, which are expenses covered by general operating revenues. Based on BRC and the Board’s initial commitment, high cost program fees would be reviewed again in three years during the planning process for the FY19 budget.
## High Cost Programs

### 3 Year Average FY12-FY14

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Description</th>
<th>Level</th>
<th>Cost per SCH</th>
<th>% Personnel Costs</th>
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</thead>
<tbody>
<tr>
<td>MUSC</td>
<td>Music</td>
<td>UG</td>
<td>$289 $285 $287 $287</td>
<td>92.33%</td>
</tr>
<tr>
<td>FINC</td>
<td>Finance</td>
<td>UG</td>
<td>$257 241 257 252</td>
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<tr>
<td>NRSN</td>
<td>Nursing</td>
<td>UG</td>
<td>$248 236 257 247</td>
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<tr>
<td>THEA</td>
<td>Theatre and Dance</td>
<td>UG</td>
<td>$203 237 $282 $241</td>
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<td>CPSC</td>
<td>Computer Science</td>
<td>UG</td>
<td>$270 228 216 238</td>
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<tr>
<td>ATHL</td>
<td>Athletic Training</td>
<td>UG</td>
<td>$258 246 202 235</td>
<td>96.16%</td>
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<tr>
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<td>Art</td>
<td>UG</td>
<td>$176 186 205 189</td>
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<td>Historic Preservation</td>
<td>UG</td>
<td>$154 174 217 182</td>
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<tr>
<td>PHEP</td>
<td>Physics and Engineering Physics</td>
<td>UG</td>
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<td>Mass Media</td>
<td>UG</td>
<td>$161 163 178 167</td>
<td>95.82%</td>
</tr>
<tr>
<td>ACCT</td>
<td>Accounting</td>
<td>UG</td>
<td>$176 161 155 164</td>
<td>97.49%</td>
</tr>
<tr>
<td>CMDO</td>
<td>Communication Disorders</td>
<td>UG</td>
<td>$152 153 179 161</td>
<td>97.82%</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
<td>UG</td>
<td>$148 149 161 153</td>
<td>97.06%</td>
</tr>
<tr>
<td>MG</td>
<td>Management</td>
<td>UG</td>
<td>$159 158 139 152</td>
<td>97.21%</td>
</tr>
<tr>
<td>MK</td>
<td>Marketing</td>
<td>UG</td>
<td>$136 155 163 151</td>
<td>97.20%</td>
</tr>
<tr>
<td>FL</td>
<td>Foreign Language</td>
<td>UG</td>
<td>$126 138 185 150</td>
<td>96.11%</td>
</tr>
<tr>
<td>AG</td>
<td>Agriculture</td>
<td>UG</td>
<td>$147 146 149 147</td>
<td>88.10%</td>
</tr>
<tr>
<td>SPMG</td>
<td>Sport Management</td>
<td>UG</td>
<td>$146 133 140 140</td>
<td>97.04%</td>
</tr>
<tr>
<td>ECED</td>
<td>Early Childhood Education</td>
<td>UG</td>
<td>$135 130 149 138</td>
<td>95.85%</td>
</tr>
<tr>
<td>IET</td>
<td>Industrial &amp; Engineering Technology</td>
<td>UG</td>
<td>$139 127 133 133</td>
<td>93.08%</td>
</tr>
<tr>
<td>MSED</td>
<td>Middle Secondary Edn</td>
<td>UG</td>
<td>$123 136 135 131</td>
<td>93.01%</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
<td>UG</td>
<td>$135 125 126 129</td>
<td>93.72%</td>
</tr>
<tr>
<td>SOWK</td>
<td>Social Work</td>
<td>UG</td>
<td>$118 121 132 124</td>
<td>96.39%</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology</td>
<td>UG</td>
<td>$138 104 121 121</td>
<td>95.06%</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biology</td>
<td>UG</td>
<td>$106 121 124 117</td>
<td>92.80%</td>
</tr>
<tr>
<td>PYCH</td>
<td>Psychology</td>
<td>UG</td>
<td>$109 117 115 114</td>
<td>97.10%</td>
</tr>
<tr>
<td>REC</td>
<td>Recreation</td>
<td>UG</td>
<td>$90 105 129 108</td>
<td>95.81%</td>
</tr>
<tr>
<td>CCFS</td>
<td>Child and Family</td>
<td>UG</td>
<td>$107 109 102 106</td>
<td>96.41%</td>
</tr>
<tr>
<td>HESM</td>
<td>Fashion Merchandizing</td>
<td>UG</td>
<td>$100 87 130 106</td>
<td>96.93%</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
<td>UG</td>
<td>$100 95 121 105</td>
<td>94.71%</td>
</tr>
<tr>
<td>HIST</td>
<td>History, Social Studies Educ</td>
<td>UG</td>
<td>$100 108 107 105</td>
<td>96.26%</td>
</tr>
<tr>
<td>ELED</td>
<td>Elementary Education</td>
<td>UG</td>
<td>$106 100 108 105</td>
<td>93.21%</td>
</tr>
<tr>
<td>CSCC</td>
<td>Communication Studies</td>
<td>UG</td>
<td>$99 93 108 100</td>
<td>93.96%</td>
</tr>
<tr>
<td>PEED</td>
<td>Physical Education</td>
<td>UG</td>
<td>$91 101 108 100</td>
<td>95.88%</td>
</tr>
<tr>
<td>HEID</td>
<td>Housing &amp; Int Dsgn</td>
<td>UG</td>
<td>$109 87 92 96</td>
<td>96.68%</td>
</tr>
<tr>
<td>CJCO</td>
<td>Criminal Justice</td>
<td>UG</td>
<td>$83 98 103 95</td>
<td>96.37%</td>
</tr>
<tr>
<td>HPHM</td>
<td>Health Management</td>
<td>UG</td>
<td>$92 90 98 93</td>
<td>95.60%</td>
</tr>
<tr>
<td>EXED</td>
<td>Exceptional Child</td>
<td>UG</td>
<td>$96 95 87 93</td>
<td>92.28%</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
<td>UG</td>
<td>$78 91 104 91</td>
<td>97.46%</td>
</tr>
<tr>
<td>POLS</td>
<td>Political Science</td>
<td>UG</td>
<td>$89 87 83 86</td>
<td>96.96%</td>
</tr>
<tr>
<td>EN</td>
<td>English Writing and Lit</td>
<td>UG</td>
<td>$83 80 83 82</td>
<td>96.51%</td>
</tr>
<tr>
<td>SDPM</td>
<td>Hospitality Management and Dietetics</td>
<td>UG</td>
<td>$83 68 74 75</td>
<td>93.99%</td>
</tr>
<tr>
<td>UNTO</td>
<td>(Include in University totals only)</td>
<td>UG</td>
<td>$54 52 64 57</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### Averages:

- **$138**  **$137**  **$146**  **$141**  **95.44%**

**150% of Average:** $211
# High Cost Programs

## Potential Program Fee Adjustments

<table>
<thead>
<tr>
<th>Current High Cost Programs:</th>
<th>% Personnel Costs</th>
<th>3 Yr Ave SCH Less University Studies SCH</th>
<th>Estimated Revenues Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Training - $20 for Specific HL Courses</td>
<td>96%</td>
<td>380</td>
<td>7,600</td>
</tr>
<tr>
<td>Computer Science - $20 for CS, IS</td>
<td>95%</td>
<td>2,827</td>
<td>56,540</td>
</tr>
<tr>
<td>Nursing - $20 for NS, NC</td>
<td>98%</td>
<td>3,950</td>
<td>79,000</td>
</tr>
<tr>
<td>RN to BSN - $100 for NS, NC</td>
<td>98%</td>
<td>1,394</td>
<td>139,400</td>
</tr>
</tbody>
</table>

**Estimated Fee Revenue - Current Programs:**

282,540

<table>
<thead>
<tr>
<th>Newly Identified High Cost Programs:</th>
<th>% Personnel Costs</th>
<th>Estimated Fee Revenue - New Programs:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBA Core Courses - $20</td>
<td>97%</td>
<td>9,243</td>
<td>184,860</td>
</tr>
<tr>
<td>Music - $20 for MH, MM, MU, $125 for MP</td>
<td>92%</td>
<td>1,683</td>
<td>102,898</td>
</tr>
<tr>
<td>Theater and Dance - $20 for DA, TH</td>
<td>95%</td>
<td>2,998</td>
<td>59,953</td>
</tr>
</tbody>
</table>

**Estimated Fee Revenue - New Programs:**

347,712

**Total Estimated Fee Revenue:**

630,252

**Less Current Budgeted Revenues:**

(332,110)

**Possible Changes to General Operating Budget:**

$298,142
BOARD OF REGENTS

MOTION CONSIDERATION FORM

May 8, 2015

Open Session

I. Motion to be Considered:

Approve the attached Special Course Fees commencing with the Fall 2015 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 modified special course fees recommended by the BRC. It is recommended to remove the existing $10 special course fee on thirteen courses within Polytechnic Studies that have been phased out by the department or no longer utilize large volumes of consumable supplies. Additionally, BRC recommends moving a previously approved course fee from two courses in Polytechnic Studies and Human Environmental Studies to their new course/number name. A new course fees is recommended on four summer workshop courses offered by the Art department. This fee would help offset the cost of specialized materials purchased by the department for use by the students, because of their limited availability for purchase in the Cape Girardeau area.

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:
In Fall 2013 the University piloted IncludEd courses with Follett, the university's 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. This also makes the cost eligible for financial aid and inclusion in payment plans.

Seven courses were piloted in Fall 2013 and with the success of the program it expanded to ten courses for Fall 2014 and twelve courses for Fall 2015. Attachment 1 details 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.

BRC is diligent in evaluating the necessity of course fees, as evidenced in this recommendation which removes special course fees on thirteen courses and only adds a special course fee to four courses. 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

Polytechnic Studies

The department of Polytechnic Studies has recently undergone an internal review of their course offerings and special course fees. They have found that special course fees are still attached to courses which are no longer offered or no longer maintain the same structure as when the course fee was approved. Therefore, the subcommittee is recommending the removal of special course fees on several courses and requesting that one previously approved course fee be moved. As many of these courses have previously been phased out, it is not anticipated that the department would realize any budgetary impact.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Current Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Fee</td>
<td>None</td>
</tr>
<tr>
<td>Rationale</td>
<td></td>
</tr>
<tr>
<td>Due to changes in course structure and offerings, several of these courses are no longer offered by the department. The few courses that are still offered have experienced changes to technology and course content that has greatly reduced the use of consumable supplies. Therefore, the department would like to officially remove the previously approved course fee associated with the course numbers listed above.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Current Fee</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiber Optics and Network Communications (TN254)</td>
<td>$10</td>
<td>None</td>
</tr>
<tr>
<td>Microcomputer Maintenance &amp; Troubleshooting (TN255)</td>
<td>None</td>
<td>$10</td>
</tr>
<tr>
<td>Rationale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiber Optics and Network Communications (TN254) will no longer be offered by the department. The student learning activities previously covered in TN254 will be taught in Microcomputer Maintenance &amp; Troubleshooting (TN255). Therefore, the department will continue to experience the costs of consumable supplies such as fiber optic cable, Cat5 plug jacks, connectors, etc. This fee helps to offset the expense of these supplies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College of Health and Human Services

Human Environmental Studies

Human Environmental Studies has an approved special course fees of $25 attached to one of its design courses. This fee helps to offset the high cost of materials used by the students in this course. Due to accreditation standards, the name of the course will be changing Fall 2015. This request is simply to document the change in course name. 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>
</table>

School of Visual and Performing Arts

Art

The Art department has routinely offered summer workshop courses which allow the student to fully experience a single medium in a condensed time period. The department purchases a significant amount of consumable supplies for the students use. The subcommittee is recommending course fees which would generate an estimated total of $2,400 to be returned to the Art department’s operations budget.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Computer Art Workshop (AW845), Fibers Workshop (AR847), Painting Workshop (AW851), and Welded Sculpture Workshop (AW841)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Fee</td>
<td>None</td>
</tr>
<tr>
<td>Proposed Fee</td>
<td>$60</td>
</tr>
</tbody>
</table>

Rationale

These are elective summer workshop courses with limited enrollment. During the four week course, students create multiple art pieces that are then theirs to keep. In order for students to be the most successful, they must have all required materials the first day of class. As this is often difficult to ensure, the art department purchases materials needed in the first week as well as items not readily available for purchase in small quantities or in the Cape Girardeau area. Examples of materials purchased by the department and used by the student include steel, inks, handmade specialty papers, fibers, canvases, oil paints, disposable palettes, grinding discs, respirator cartridges, and welding gases. The average cost per student exceeds $80. The department is requesting this fee to help offset the costs of these materials.
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>Introduction to Microcomputer Applications (AD 101)</td>
<td>SIMnet for Office 2013 with Nordell SIMbook</td>
<td>McGraw-Hill</td>
<td>$99.00</td>
<td>$99.00</td>
</tr>
<tr>
<td>Introduction to Composition (EN99) and Basic Composition ESL (TL110)</td>
<td>MyWritingLab</td>
<td>Pearson</td>
<td>$47.00</td>
<td>$47.00</td>
</tr>
<tr>
<td>Chemistry in Our World (CH180)</td>
<td>Mastering Chemistry MyLabPlus</td>
<td>Pearson</td>
<td>$85.00</td>
<td>$73.00</td>
</tr>
<tr>
<td>Basic Principles of Chemistry (CH181)</td>
<td>Mastering Chemistry MyLabPlus</td>
<td>Pearson</td>
<td>$85.00</td>
<td>$73.00</td>
</tr>
<tr>
<td>General Chemistry (CH185)</td>
<td>Modified Chemistry MyLabsPlus</td>
<td>Pearson</td>
<td>$85.00</td>
<td>$73.00</td>
</tr>
<tr>
<td>Foundations of Inorganic Chemistry (CH186)</td>
<td>Chemistry Connect Plus 6 month access</td>
<td>McGraw-Hill</td>
<td>$146.75</td>
<td>$146.75</td>
</tr>
<tr>
<td>Business Communications (MG252)</td>
<td>Business Communications Connect Plus</td>
<td>McGraw-Hill</td>
<td>$113.50</td>
<td>$113.50</td>
</tr>
<tr>
<td>Advertising and Promotion (MK343)</td>
<td>PAC CM w/MTR Advertising</td>
<td>Cengage</td>
<td>$26.75</td>
<td>$26.75</td>
</tr>
<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>$150.00</td>
<td>$127.00</td>
</tr>
<tr>
<td>Business Statistics I (QM257)</td>
<td>MyStatLab</td>
<td>Pearson</td>
<td>$86.50</td>
<td>$86.50</td>
</tr>
<tr>
<td>Management Science (QM352)</td>
<td>MyOMLab</td>
<td>Pearson</td>
<td>$80.00</td>
<td>$80.00</td>
</tr>
<tr>
<td>Operations Management (QM358)</td>
<td>MyOMLab</td>
<td>Pearson</td>
<td>$80.00</td>
<td>$80.00</td>
</tr>
<tr>
<td>Spanish Language and Culture I (SN100), Spanish Language and Culture II (SN120), Spanish Language and Culture III (SN200)</td>
<td>Connect Plus 1 semester access to DORWICK/PUNTOS DE PARTIDA</td>
<td>McGraw-Hill</td>
<td>$60.00</td>
<td>$60.00</td>
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</tbody>
</table>
BOARD OF REGENTS

MOTION CONSIDERATION FORM

May 8, 2015

Open Session

I. Motion to be Considered:

Approve conceptual design of Phase I Greek Housing and authorize administration to complete design development, finalize financing options and finalize lease terms with Greek organizations.

II. Background:

In December 2014, the Board approved the feasibility of a Greek Village concept and authorized administration to pursue design development. On February 28, 2015 the Board reviewed conceptual design options and draft site plans, and authorized administration to complete design development and negotiate lease terms with interested Greek organizations.

The development of a Greek Village is just one of several efforts to increase student participation in Greek Life that began in fall 2013. This initiative was driven, in part, by the leadership of students in the Greek community. The students developed and implemented a marketing and outreach strategy to introduce new students and their parents to Greek Life as part of the campus visit and new student orientation programs. At this same time, the university upgraded the position of Assistant Director for Fraternities and Sororities which reported to the Director of Campus Life and Events Services, to a director-level role position and established a larger office space and campus presence for Greek Life. The re-colonization of Phi Delta Theta and Tau Kappa Epsilon were important parts of this effort and contributed to the growth in fraternity participation. Additionally, the University has worked to assist Iota Phi Theta, Omega Psi Phi, Sigma Gamma Rho, Zeta Phi Beta, and as they reestablish themselves on the Southeast campus over this past year.

Recommended By:

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

Board Action on: ____________________________

Motion By: ____________________________

Second By: ____________________________

Vote: Yeas: _____  Nays: _____

Postpone: ____________________________

Amend: ____________________________

Disapprove: ____________________________

Approve: ____________________________

Secretary: ____________________________
Attachment I demonstrates the increased student participation in Greek Life. As the chart indicates, participation in the Panhellenic sororities is also increasing and the university is in the early stages of discussing sorority expansion with the Greek community. Gamma Phi Beta, who received their charter in November of 1994, was the last Panhellenic sorority to join the university. During the fall 2014 semester the Southeast National Panhellenic Council met with chapter members, advisers, and University staff to consider expansion of the sorority system at Southeast. This process will continue in the fall 2015 semester as we consider the size of our National Panhellenic Council sororities.

Strategic planning for Greek Life is underway. The university enlisted the services of the Fraternity and Sorority Coalition Project, a partnership including the Association of Fraternity Advisers, the National Panhellenic Conference, National Pan-Hellenic Council, Inc., National Association of Latino Fraternal Organizations and the North-American Interfraternity Conference whose purpose is to "objectively review and communicate the overall health of a fraternity and sorority community" (Coalition Mission Statement). The Coalition visited campus in March of 2015 and then conducted follow up phone interviews after their visit. During their two-day on-site, visit the Coalition met with students, faculty, staff, group advisors and administrators. The follow-up report and recommendations will be used to develop the strategic plan.

The Group Housing Area, often referred to by students as Greek Hill, is currently operating at or near capacity. The Greek Village will enable one or more chapters to relocate some or all of their students from the Group Housing Area to the Greek Village, thereby creating opportunities for other Greek organizations to occupy this space.

Since the February 2015 Board meeting, University administration and their architect consultants have been meeting with four Greek organizations who have expressed the interest and financial capacity to participate in the first phase of this project. Floor plans have been developed specific to the needs of each chapter and range in occupancy from 22 to 35 students (see Attachments 2 thru 5). While it is the intent of the University to use common structural and HVAC systems, organizations were given the opportunity to customize spaces to meet their operational needs. Current floor plans include combinations of single, double and triple rooms, along with various support spaces including chapter room, office, library and study spaces.

Additional civil engineering has been completed and the access road to the site has been reevaluated. Current design calls for the access road coming off of Alumni Drive (see Attachment 6). The existing access road enters and exits on Sprigg Street, which is a very busy city street and safety issues were considered.

Based on the revised access drive layout and the identified housing footprints, a potential full build out could accommodate up to seven houses, two of which are multi-story footprints that could accommodate two separate Greek organizations (See Attachment 7). The proposed placement on the site of the four houses in phase I are based on locations chosen by the organizations. The placement and orientation of each house will continue to be refined to accommodate as much privacy and green space for each organization as the site will allow.
The current construction schedule calls for bids to be let during summer 2015, with a contract to be awarded in early fall 2015. The site would be developed and the four houses constructed over two years, with the two to three houses completed for occupancy for the fall 2016 semester, and the remaining one to two houses for occupancy in Fall 2107.

Cost estimates have been prepared based on the final floor plans approved by each Greek organization. The total cost estimate, including site work, furnishings, architectural fees and a 10% construction contingency is $8,851,633 (see Attachment 8). The total project cost includes some costs that may not be amortized to the individual organizations through their lease, such as any needed demolition. Individual cost estimates for each chapter, based on their floor plan and their share of costs such as site work are included as Attachment 9. Each chapter’s lease schedule will be based off of this individual cost estimate.

Draft lease agreements have been shared with each organization, and they have provided initial feedback. It is the intent to design a lease structure that recognizes the equity commitment of these chapters, which might be reflected in a lease structure that adjusts over time for those chapters who continue long term lease commitments. It is anticipated that university financing will be structured for tiered principal payments, with lower payments at issuance and principal increasing each five to ten years of amortization. This will be reflected in the lease to the chapters, which allows them lower lease rates in the early years so they can focus on occupancy and implementing housing policies.

It is the intent of administration that final site plans, lease agreements and financing will be presented to the Board for final approval at their June 2015 meeting.
Five Year Historical Greek Participation, 2010-2014

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>IFC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delta Chi</td>
<td>51</td>
<td>47</td>
<td>48</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td>Lambda Chi Alpha</td>
<td>51</td>
<td>55</td>
<td>63</td>
<td>53</td>
<td>62</td>
</tr>
<tr>
<td>Phi Delta Theta</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Pi Kappa Alpha</td>
<td>88</td>
<td>93</td>
<td>61</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td>Sigma Chi</td>
<td>62</td>
<td>66</td>
<td>69</td>
<td>74</td>
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<tr>
<td>Sigma Nu</td>
<td>59</td>
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<tr>
<td>Sigma Phi Epsilon</td>
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<td>81</td>
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<td>Sigma Tau Gamma</td>
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<td>74</td>
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<td>60</td>
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<tr>
<td>Tau Kappa Epsilon (colony)</td>
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<td>0</td>
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<tr>
<td>Theta Xi</td>
<td>44</td>
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<td><strong>507</strong></td>
<td><strong>512</strong></td>
<td><strong>494</strong></td>
<td><strong>497</strong></td>
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<tr>
<td>NPC</td>
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<td></td>
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<tr>
<td>Alpha Chi Omega</td>
<td>83</td>
<td>89</td>
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</tr>
<tr>
<td>Alpha Delta Pi</td>
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<td>96</td>
<td>110</td>
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<td>Alpha Xi Delta</td>
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<td>Gamma Phi Beta</td>
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<td>Sigma Sigma Sigma</td>
<td>29</td>
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<td><strong>Total NPC</strong></td>
<td><strong>461</strong></td>
<td><strong>519</strong></td>
<td><strong>564</strong></td>
<td><strong>541</strong></td>
<td><strong>637</strong></td>
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<td>NPHC</td>
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<td>Alpha Phi Alpha</td>
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<td>8</td>
<td>7</td>
<td>7</td>
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<td>Delta Sigma Theta</td>
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<td>9</td>
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<td>Omega Psi Phi (pending)</td>
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<td>Phi Beta Sigma</td>
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<td>9</td>
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<td>1</td>
<td>1</td>
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<td><strong>25</strong></td>
<td><strong>37</strong></td>
<td><strong>35</strong></td>
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<tr>
<td><strong>Total Greek System</strong></td>
<td><strong>1005</strong></td>
<td><strong>1056</strong></td>
<td><strong>1095</strong></td>
<td><strong>1073</strong></td>
<td><strong>1322</strong></td>
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</table>

Five Year Historical Fall Greek Housing Occupancy, FY 2010-2014

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Building</th>
<th>Capacity</th>
<th>Avg. Occupancy</th>
</tr>
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<tbody>
<tr>
<td>Alpha Chi Omega</td>
<td>F West</td>
<td>38</td>
<td>94.2%</td>
</tr>
<tr>
<td>Alpha Delta Pi</td>
<td>G East</td>
<td>34</td>
<td>96.5%</td>
</tr>
<tr>
<td>Alpha Xi Delta</td>
<td>J West</td>
<td>34</td>
<td>96.5%</td>
</tr>
<tr>
<td>Delta Chi</td>
<td>G West 3</td>
<td>15</td>
<td>94.2%</td>
</tr>
<tr>
<td>Delta Delta Delta</td>
<td>F East</td>
<td>34</td>
<td>99.3%</td>
</tr>
<tr>
<td>Gamma Phi Beta</td>
<td>J East</td>
<td>38</td>
<td>98.8%</td>
</tr>
<tr>
<td>Lambda Chi Alpha</td>
<td>H East</td>
<td>31</td>
<td>88.8%</td>
</tr>
<tr>
<td>Pi Kappa Alpha*</td>
<td>K East</td>
<td>32</td>
<td>91.4%</td>
</tr>
<tr>
<td>Sigma Chi*</td>
<td>H West</td>
<td>32</td>
<td>96.6%</td>
</tr>
<tr>
<td>Sigma Nu (lease)*</td>
<td>Shivelbine</td>
<td>18</td>
<td>N/A</td>
</tr>
<tr>
<td>Sigma Phi Epsilon*</td>
<td>K West</td>
<td>31</td>
<td>82.9%</td>
</tr>
<tr>
<td>Sigma Phi Epsilon (lease)</td>
<td>Greystone</td>
<td>21</td>
<td>N/A</td>
</tr>
<tr>
<td>Sigma Sigma Sigma</td>
<td>G West 1 &amp; 2 flrs</td>
<td>18</td>
<td>97.9%</td>
</tr>
<tr>
<td><strong>Total Greek Housing Capacity</strong></td>
<td></td>
<td></td>
<td><strong>375</strong></td>
</tr>
</tbody>
</table>

* Chapters currently active in the Greek Village housing planning

Greek Students in other on campus housing

For the Fall 2014 semester, 351 students live on campus outside of Greek Housing. Of these 351, 88 are part of a chapter that has no on campus housing.
Front Elevation – Sigma Nu
Front Elevation – Sigma Phi Epsilon
Floor Plan – Sigma Chi
Front Elevation – Sigma Chi
Floor Plan – Pi Kappa Alpha
Front Elevation – Pi Kappa Alpha
Site Plan – Phase 1
# 10772 - Greek Housing, Phase 1 - Design Development Budget Summary

**Date:** 5/4/2015

---

**A Construction Cost:**

1. **Greek House Construction**

   **Building Construction**
   - **SN House 1:**
     - 25 Beds @ 292 SF/Bed = 7,300 SF X $225.60 /SF = $1,646,876
   - **SPE House 2:**
     - 35 Beds @ 209 SF/Bed = 7,300 SF X $216.56 /SF = $1,580,921
   - **Pike House 3:**
     - 22 Beds @ 302 SF/Bed = 6,650 SF X $226.22 /SF = $1,504,352
   - **Sig Chi House 4:**
     - 24 Beds @ 277 SF/Bed = 6,650 SF X $226.53 /SF = $1,506,399

2. **Site Work - UPDATED Using Stock & Associates 4/28/15 budget:**
   - **Add Landscaping Allowance:** $60,000
   - **Monument sign:** $30,000
   - **Site Lighting:** 12 poles @ $4,000 /pole = $48,000
   - **Subtotal:** $6,927,766

---

**B Total Construction Cost:** $6,927,766

---

**C Demolition:** $90,000

---

**D Furniture, Fixtures, & Equipment (FF&E):** $233,200

---

**E Professional Fees:** $620,000

1. **Fees for Services, Including Expenses**
   - 9.15 % of Line B Total Construction Cost
   - **SN House 1:** $161,700
   - **SPE House 2:** $161,700
   - **Pike House 3:** $148,300
   - **Sig Chi House 4:** $148,300
   - **Subtotal:** $620,000

---

**F Administrative Costs:** $287,891

1. **Geotechnical**
   - 1 Sites @ $17,500 /Site = $17,500
2. **Survey**
   - 1 Sites @ $17,500 /Site = $17,500
3. **Construction Testing**
   - 1 Sites @ 0.75 % of Construction Cost = $50,843
4. **Fees & Permits**
   - 1 Sites @ 0.25 % of Construction Cost = $16,948
5. **Telecommunications & Data**
   - $185,100
   - **Subtotal:** $287,891

---

**G Project Contingency:**

- 10 % of Line B Total Construction Cost = $692,777
  - 7.5 % Per House - by Chapter
  - 2.5 % By University

---

**H TOTAL PROJECT COST:**

- 106 Beds @ $83,505.97 /Bed = $8,851,633
## A Construction Cost:

### 1 Greek House Construction

<table>
<thead>
<tr>
<th>Building Construction</th>
<th>25 Beds Total</th>
<th>7,300 SF Total</th>
<th>$225.60 /SF</th>
<th>$1,646,876</th>
</tr>
</thead>
<tbody>
<tr>
<td>Div 1: General Conditions</td>
<td>25 Beds @ 292 SF/Bed=</td>
<td>7,300 SF X</td>
<td>$225.60 /SF</td>
<td>$1,646,876</td>
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<tr>
<td>Div 2: Concrete</td>
<td>219,547</td>
<td>$30.07 /SF</td>
<td>$6,588.46</td>
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<tr>
<td>Div 4: Masonry</td>
<td>174,302</td>
<td>$23.88 /SF</td>
<td>$4,156.04</td>
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</tr>
<tr>
<td>Div 5: Metals</td>
<td>50,329</td>
<td>$6.89 /SF</td>
<td>$344.59</td>
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</tr>
<tr>
<td>Div 6: Wood &amp; Plastic</td>
<td>160,830</td>
<td>$22.03 /SF</td>
<td>$3,519.07</td>
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</tr>
<tr>
<td>Div 7: Thermal &amp; Moisture</td>
<td>68,263</td>
<td>$9.35 /SF</td>
<td>$638.59</td>
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</tr>
<tr>
<td>Div 9: Finishes</td>
<td>151,801</td>
<td>$20.79 /SF</td>
<td>$3,122.17</td>
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<td>Div 10: Specialties</td>
<td>41,350</td>
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<td>Div 11: Equipment</td>
<td>6,200</td>
<td>$0.85 /SF</td>
<td>$5,180.00</td>
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<tr>
<td>Div 12: Furnishings (Horiz Blinds)</td>
<td>2,000</td>
<td>$0.27 /SF</td>
<td>$540.00</td>
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</tr>
<tr>
<td>Div 21: Fire Suppression</td>
<td>18,500</td>
<td>$2.53 /SF</td>
<td>$46,850.00</td>
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<tr>
<td>Div 22: Plumbing</td>
<td>59,512</td>
<td>$8.15 /SF</td>
<td>$481,408.00</td>
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<tr>
<td>Div 23: HVAC</td>
<td>133,292</td>
<td>$18.26 /SF</td>
<td>$2,455,324.00</td>
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</tr>
<tr>
<td>Div 31: Earthwork</td>
<td>43,743</td>
<td>$5.99 /SF</td>
<td>$261,999.77</td>
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<tr>
<td>Div 32: Exterior Improvements</td>
<td>118,000</td>
<td>$2.47 /SF</td>
<td>$287,200.00</td>
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</tr>
<tr>
<td>Div 36: Storm Shelter</td>
<td>27,880</td>
<td>$3.82 /SF</td>
<td>$107,270.40</td>
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<td>Div 37: Reserve</td>
<td>0.030</td>
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<tr>
<td>Subtotal Direct Costs</td>
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<td>Fee</td>
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<td><strong>TOTAL COST</strong></td>
<td>$1,646,876</td>
<td>$225.60 /SF</td>
<td>$923,508.00</td>
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</tr>
</tbody>
</table>

### 2 Site Work - Using Stock & Associates 4/28/15 Budget @ 1/4 per House, 1/7 Cost of Pavement

- **Add**: Landscaping - Allowance per house
- **Add**: Monument sign - Portion of cost
- **Add**: Site Lighting 3 poles X $4,000 /pole

| Subtotal: | $1,807,548 |

### B Total Construction Cost:

| **Total Construction Cost:** | $1,807,548 |

### C Demolition:

| Per House | By University | $0 |

### D Furniture, Fixtures, & Equipment (FF&E):

| Per Bed | 25 Beds | $2,200 per bed | $55,000 |

### E Professional Fees:

| Fees for Services, Including Expenses | 9.16% | of Line B Total Construction Cost | $161,700 |

### F Administrative Costs:

| 1 Geotechnical | 1 Sites @ | $17,500 /Site @1/4 | $4,375.00 |
| 2 Survey | 1 Sites @ | $17,500 /Site @1/4 | $4,375.00 |
| 3 Construction Testing | 1 Sites @ 0.75% of Construction Cost | $12,711 |
| 4 Fees & Permits | 1 Sites @ 0.25% of Construction Cost | $4,237 |
| 5 Telecommunications & Data | Per University Telecom Estimate | $52,100 |

### G Project Contingency:

| 7.5% | of Line B Total Construction Cost | $135,566 |

### H TOTAL PROJECT COST:

| 25 Beds | $89,504.48 /Bed | $2,237,612 |
## A. Construction Cost:

1. **Greek House Construction**
   - **Building Construction**
     - **35 Beds Total**
     - **7,300 SF Total**
     - **$1,580,921**

<table>
<thead>
<tr>
<th>Division</th>
<th>Description</th>
<th>Cost (in $)</th>
<th>Rate ($/SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Div 1</td>
<td>General Conditions</td>
<td>171,364</td>
<td>23.47</td>
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<tr>
<td>Div 3</td>
<td>Concrete</td>
<td>206,478</td>
<td>28.28</td>
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<td>Div 4</td>
<td>Masonry</td>
<td>143,896</td>
<td>19.71</td>
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<td>Div 5</td>
<td>Metals</td>
<td>39,186</td>
<td>5.37</td>
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<tr>
<td>Div 6</td>
<td>Wood &amp; Plastic</td>
<td>158,436</td>
<td>21.70</td>
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<td>Div 7</td>
<td>Thermal &amp; Moisture</td>
<td>62,609</td>
<td>8.58</td>
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<tr>
<td>Div 8</td>
<td>Doors &amp; Windows</td>
<td>81,157</td>
<td>11.12</td>
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<tr>
<td>Div 9</td>
<td>Finishes</td>
<td>160,323</td>
<td>21.96</td>
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<td>Div 10</td>
<td>Specialties</td>
<td>35,100</td>
<td>4.81</td>
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<td>Div 11</td>
<td>Equipment</td>
<td>6,200</td>
<td>0.85</td>
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<td>Div 12</td>
<td>Furnishings (Horiz Blinds)</td>
<td>2,025</td>
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<tr>
<td>Div 21</td>
<td>Fire Suppression</td>
<td>17,746</td>
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<td>Div 22</td>
<td>Plumbing</td>
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<td>Div 23</td>
<td>HVAC</td>
<td>132,937</td>
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<td>Div 26</td>
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<td>Div 32</td>
<td>Exterior Improvements</td>
<td>18,000</td>
<td>2.47</td>
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<tr>
<td>Div 36</td>
<td>Storm Shelter</td>
<td>27,880</td>
<td>3.82</td>
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<tr>
<td>Div 37</td>
<td>Reserve</td>
<td>43,251</td>
<td>5.92</td>
</tr>
</tbody>
</table>

**Subtotal Direct Costs**: $1,512,843

**Fee**: $68,078

**TOTAL COST**: $1,580,921

2. **Site Work - Using Stock & Associates 4/28/15 Budget @ 1/4 per House, 1/7 Cost of Pavement**
   - **$126,172**

   **Add**: Landscaping - Allowance per house $15,000
   - **Monument sign - Portion of cost** $7,500

   **Subtotal**: $1,741,594

## B. Total Construction Cost:

- **$1,741,594**

## C. Demolition:

- **$0**

## D. Furniture, Fixtures, & Equipment (FF&E):

- **$77,000**

## E. Professional Fees:

- **$161,700**

## F. Administrative Costs:

- **$72,098**

## G. Project Contingency:

- **$130,620**

## H. TOTAL PROJECT COST:

- **35 Beds**
  - **$62,371.74 /Bed**
  - **$2,183,011**
A Construction Cost:

1. Greek House Construction

<table>
<thead>
<tr>
<th>Building Construction</th>
<th>22 Beds Total</th>
<th>6,650 SF Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIKE House 3:</td>
<td>22 Beds @ 302 SF/Bed=</td>
<td>6,650 SF X</td>
</tr>
<tr>
<td>Div 1: General Conditions</td>
<td>$169,733</td>
<td>$25.52 /SF</td>
</tr>
<tr>
<td>Div 3: Concrete</td>
<td>189,210</td>
<td>$28.45 /SF</td>
</tr>
<tr>
<td>Div 4: Masonry</td>
<td>135,515</td>
<td>$20.38 /SF</td>
</tr>
<tr>
<td>Div 5: Metals</td>
<td>39,200</td>
<td>$5.89 /SF</td>
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<tr>
<td>Div 7: Thermal &amp; Moisture</td>
<td>60,546</td>
<td>$9.10 /SF</td>
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<td>Div 8: Doors &amp; Windows</td>
<td>79,874</td>
<td>$12.01 /SF</td>
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<tr>
<td>Div 9: Finishes</td>
<td>137,731</td>
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<td>Div 10: Specialties</td>
<td>13,100</td>
<td>$1.97 /SF</td>
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<tr>
<td>Div 11: Equipment</td>
<td>6,200</td>
<td>$0.93 /SF</td>
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<td>Div 12: Furnishings (Horiz Blinds)</td>
<td>1,825</td>
<td>$0.27 /SF</td>
</tr>
<tr>
<td>Div 21: Fire Suppression</td>
<td>16,113</td>
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<tr>
<td>Div 22: Plumbing</td>
<td>57,190</td>
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</tr>
<tr>
<td>Div 23: HVAC</td>
<td>125,164</td>
<td>$18.82 /SF</td>
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<tr>
<td>Div 26: Electrical</td>
<td>96,569</td>
<td>$14.52 /SF</td>
</tr>
<tr>
<td>Div 31: Earthwork</td>
<td>39,880</td>
<td>$6.00 /SF</td>
</tr>
<tr>
<td>Div 32: Exterior Improvements</td>
<td>18,000</td>
<td>$2.71 /SF</td>
</tr>
<tr>
<td>Div 36: Storm Shelter</td>
<td>27,880</td>
<td>$4.19 /SF</td>
</tr>
<tr>
<td>Div 37: Reserve 0.0300</td>
<td>41,229</td>
<td>$6.20 /SF</td>
</tr>
<tr>
<td>Div 38: Inflation to Mid-point 0.0175</td>
<td>24,050</td>
<td>$3.62 /SF</td>
</tr>
</tbody>
</table>

Subtotal Direct Costs: $216,48 /SF
Fee: 64,781 $9.74 /SF
Total Cost: $226,22 /SF

2. Site Work - Using Stock & Associates 4/28/15 Budget @ 1/4 per House, 1/7 Cost of Pavement $124,172
Add: Landscaping - Allowance per house $15,000
Monument sign - Portion of cost $7,500
Site Lighting - 3 poles $4,000 /pole $12,000
Subtotal: $1,665,024

B Total Construction Cost: $1,665,024

C Demolition: $-

D Furniture, Fixtures, & Equipment (FF&E): $48,400

Per Bed: 22 Beds $2,200 per bed $48,400
Subtotal: $48,400

E Professional Fees: $148,300

1. Fees for Services, Including Expenses 9.15% of Line B Total Construction Cost: $148,300
Subtotal: (Assumes some level of customization/ideficiency per house) $148,300

F Administrative Costs: $68,898

1. Geotechnical 1 Sites @ $15,000 /Site @1/4 $4,375.00
2. Survey 1 Sites @ $15,000 /Site @1/4 $4,375.00
3. Construction Testing 1 Sites @ 0.75% of Construction Cost $12,711
4. Fees & Permits 1 Sites @ 0.25% of Construction Cost $4,237
5. Telecommunications & Data Per University Telecom Estimate $43,200

$68,898

G Project Contingency: 7.5% of Line B Total Construction Cost $124,877

H TOTAL PROJECT COST: 22 Beds $93,431.75 /Bed $2,055,498
### A Construction Cost:

1. Greek House Construction

   **Building Construction**
   - 24 Beds Total: 6,650 SF Total
   - SX House 4: 24 Beds @ 277 SF/Bed = 6,650 SF X $226.53 /SF = $1,506,399

   **Divisions**
   - Div 1: General Conditions $169,266 $25.45 /SF
   - Div 2: Concrete 191,756 $28.84 /SF
   - Div 3: Masonry 135,919 $20.38 /SF
   - Div 4: Metals 39,200 $5.89 /SF
   - Div 5: Wood & Plastic 160,804 $24.18 /SF
   - Div 6: Thermal & Moisture 60,598 $9.11 /SF
   - Div 7: Doors & Windows 77,487 $11.65 /SF
   - Div 8: Finishes 137,781 $20.72 /SF
   - Div 9: Specialties 13,100 $1.97 /SF
   - Div 10: Equipment 6,200 $0.93 /SF
   - Div 11: Fire Suppression 16,113 $2.42 /SF
   - Div 12: Plumbing 57,190 $8.60 /SF
   - Div 13: HVAC 125,164 $18.82 /SF
   - Div 14: Electrical 96,569 $14.52 /SF
   - Div 15: Earthwork 41,739 $6.28 /SF
   - Div 16: Exterior Improvements 18,000 $2.71 /SF
   - Div 17: Storm Shelter 27,880 $4.19 /SF
   - Div 18: Reserve 0.0300 41,285 $6.21 /SF
   - Div 19: Inflation to Mid-point 0.0175 $24,083 $3.62 /SF

   **Subtotal Direct Costs**
   - $1,441,530 $216.77 /SF
   - Fee $64,869 $9.75 /SF

   **TOTAL COST**
   - $1,506,399 $226.53 /SF

2. Site Work - Using Stock & Associates 4/28/15 Budget @ 1/4 per House, 1/7 Cost of Pavement
   - $126,172
   - Add Landscaping - Allowance per house $15,000
   - Monument sign - Portion of cost $7,500
   - Site Lighting $12,000

   **Subtotal:** $1,667,071

### B Total Construction Cost:

**$1,667,071**

### C Demolition:

- Per House $ -
- By University $ -

**Subtotal:** $0

### D Furniture, Fixtures, & Equipment (FF&E):

- Per Bed 24 Beds $2,200 per bed

**Subtotal:** $52,800

### E Professional Fees:

- 9.15% of Line B Total Construction Cost $148,300

**Subtotal:** $148,300

### F Administrative Costs:

- $69,098

#### 1 Geotechnical
- 1 Sites $17,500 /Site $4,375.00

#### 2 Survey
- 1 Sites $17,500 /Site $4,375.00

#### 3 Construction Testing
- 1 Sites $7.5% of Construction Cost $12,711

#### 4 Fees & Permits
- 1 Sites $0.25% of Construction Cost $4,237

#### 5 Telecommunications & Data
- Per University Telecom Estimate $43,400

**Subtotal:** $69,098

### G Project Contingency:

- 7.5% of Line B Total Construction Cost $125,030

### H TOTAL PROJECT COST:

- 24 Beds $85,929.12 /Bed

**Subtotal:** $2,062,299
I. **Motion to be Considered:**

Approve the proposed revision for *Department Chairs* to establish a policy section in Chapter 1 Section F9 of the Faculty Handbook.

II. **Background:**

At their March 25, 2010 meeting, the Board of Regents directed President Dobbins, working with the Faculty Senate, to review the Faculty Handbook and recommend changes to ensure that the Faculty Handbook conforms to current Board policies and directives.

On November 20, 2013 the Faculty Senate approved Faculty Senate Bill 13-A-30. The bill and its companion bill (14-A-40) approved on December 10, 2014 divide the current *Department Chairs* section of the Faculty Handbook text into policy and procedure. The following documents are attached to this motion:

- Attachment 1: Policy redline denoting changes from existing language
- Attachment 2: Policy in final form to be included in the Faculty Handbook

Changes in the language of the policy include:
- separating existing language into policy and procedures
- rewording for clarity
- specifying the selection process consistent with HR practices

Attachments 3 and 4 are for information purposes only.

- Attachment 3: Procedure redline denoting changes from existing language
- Attachment 4: Procedure in projected final form, pending outcome of the 15-day review

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**Recommended By:**

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

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**Chairperson**

**Dean**

**Academic Council**

**Provost**

**President**

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**Board Action on:**

Postpone: 
Amend: 
Disapprove: 
Approve: 
Secretary: 

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**Vote:**

Yeas: 
Nays: 

FACULTY SENATE          SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-30

Approved by the Faculty Senate
November 20, 2013

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Department Chairs (Chapter 1, Section F9).

REVISING “DEPARTMENT CHAIRS” TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 1, Section F9 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (with the companion “procedures” to follow it in the Handbook):

Department Chairs: Policy Section

THE ROLE AND RESPONSIBILITIES OF DEPARTMENT CHAIRPERSON

The role of the department chairperson is recognized as a primary leadership position in the University. As the foremost departmental administrative officer and representative of the academic discipline, the chairperson serves in the unique position of exemplifying the highest standards in both faculty and administrative responsibilities, maintaining standards of the discipline, and meeting the expectations of the department. The maintenance of balance between these responsibilities requires careful attention by the department chairperson, departmental colleagues, and administrative officers. It suggests the need for considerable latitude in the leadership style utilized by the chairperson while performing within institutional guidelines, departmental constraints, and limitations imposed by the availability of resources.

The department chairperson is responsible for leadership which provides educational purpose and direction for the department. The chairperson is the faculty member of the department authorized to speak for and on behalf of the department, and links the department to the office of the dean of the college and other appropriate University administrative offices. The department chairperson must not only represent the legitimate interests of individual faculty members and the department to other members of the administration, but also must present accurately and fairly to colleagues in the department the positions of other administrators while interpreting the established policies of the University.

To provide effective leadership in the department, the chairperson must cultivate and retain the respect...
of colleagues to provide effective leadership in the department. A successful chairperson leads the
department through consistency, openness, candor, decisiveness, and fair and equitable treatment of all
department members. As the departmental administrative leader, the chairperson is expected to evaluate
issues with a broad point of view, analyze questions, and perceive consequences of decisions with clarity
and accuracy. Regular consultation and open communication should be used in weighing and deciding
questions before the department. Whether consultation is by private counsel, committee recommendation,
or other means, the department chairperson assumes responsibility for those decisions assigned to the
department by University policies and procedures.

From a faculty perspective, the department chairperson is a colleague who acts on behalf of members of
the department in the administration of departmental activities. Administratively, the chairperson carries
out duties assigned to the office. This is accomplished with the advice and judgment of the faculty when
making recommendations concerning such matters as curriculum development, budgetary requests, and
faculty recruitment, hiring, promotion, tenure, and termination. The chairperson is both a member of the
department and a liaison between the department and the rest of the University. As a member of the
department, the chairperson provides leadership in the common pursuit of departmental goals. As a
departmental liaison, the chairperson represents the best interests of the department to the college and
University administration.

While considerable diversity exists in the operation of the various academic departments, there is a
common core of responsibilities assumed by the department chairperson. The leadership of the
chairperson, however, cannot be viewed in isolation, for members of the department assume broad
responsibilities and share accountability for departmental programs, operation, and personnel actions. The
general responsibilities of the department chairperson are grouped under the following major categories:
Administrative Functions, Faculty-Personnel Functions, Liaison Functions, Student-Related Functions,
Leadership Functions, and Operational Functions. While these categories provide a basis for grouping
functions, many are interrelated. They are presented, however, as a guide to chairpersons in providing
academic leadership and to departments as colleagues participate in the assessment of department
chairpersons. A detailed list of these functions is given in the Procedure section.

Administrative Functions

The chairperson is the chief departmental administrative officer and the primary representative of the
academic discipline. Among the specific administrative tasks for which the chairperson assumes
responsibility and accountability are:

1. Communicating department goals and needs to the dean and, when appropriate, to the Provost;
2. Communicating and interpreting college and University decisions to the faculty;
3. Maintaining open lines of communication among specializations within the department and
courage appropriate balance;
4. Encouraging the development and improvement of the departmental curriculum and seeing that
the proper curriculum materials are submitted;
Faculty-Personnel Functions

Among the most important responsibilities of the chairperson are those relating to the faculty. The success of the department is frequently dependent upon the abilities of the chairperson in this regard. Among the specific tasks for which the chairperson assumes responsibility and accountability are:

1. Exercising leadership in recruiting and retaining capable faculty;
2. Evaluating faculty performance and the development of procedures for assessing faculty accomplishment;
3. Exercising independent judgments and making recommendations relative to faculty employment, continuation, promotion, tenure, termination, salary adjustments, and leaves of absence;
4. Encouraging improvement of faculty performance by fostering effective teaching and stimulating research, scholarly performance, and creative activity;
5. Promoting faculty professional development and enrichment, and encouraging faculty in their service to the University, the community, and professional organizations;
6. Maintaining faculty morale by preventing and resolving conflicts and by arranging for the effective and equitable distribution of faculty responsibilities;
7. Orienting new faculty members to department, college, and University policies and procedures;
8. Serving as a role model in the performance of teaching, scholarly, and other faculty responsibilities; and
9. Coordinating the departmental sabbatical leave review and recommending candidates to the dean of the college.

Ensuring the preparation of catalog information and schedules of class offerings in accordance with established procedures;

Supervising the departmental budget, support staff, record keeping, and the requisition of supplies, equipment, materials, and other instructional needs;

Scheduling regular departmental meetings and distributing minutes to appropriate individuals;

Serving as the chief spokesperson for departmental curriculum proposals and ensuring that requirements are consistent with University policies;

Assigning and evaluating support and clerical personnel in the department;

Developing and following procedures to assign faculty to classes, laboratories, studios, and other responsibilities;

Reporting undesirable or potentially hazardous conditions with respect to the physical plant;

Providing appropriate information and reports as requested by the dean and other administrative offices;

Facilitating and encouraging grants and contracts from extramural sources;

Coordinating and supervising the development of departmental five-year plans, accreditation and departmental evaluations, and other reviews; and

Administering the departmental budget within established guidelines.
Liaison Functions

The department chairperson has primary responsibility for representing the department and the discipline to the college, the University, and the community at large. Among the specific areas for which the chairperson assumes responsibilities and accountability are

1. Maintaining liaison with other departments and support units;
2. Encouraging public relations activities and enhancing the departmental image and reputation on and off campus;
3. Promoting interdepartmental and interdisciplinary cooperation in the development and maintenance of academic programs; and
4. Cooperating with departments, colleges, and other units in the accomplishment of their tasks.

Student-Related Functions

The recruitment and retention of outstanding students is often dependent upon how wisely and effectively the departmental chairperson responds to student needs. Among the specific areas for which the chairperson is responsible and accountable are

1. Coordinating the academic advisement process and monitoring the process to ensure that it is responsive to changing student needs and aspirations;
2. Encouraging student clubs and organizations which foster achievement and professional development;
3. Following procedures for resolving student complaints about faculty, courses, and programs;
4. Promoting the establishment of scholarships and fellowships for students in the department;
5. Informing students of special departmental registration procedures and enrollment criteria, etc., and administering those procedures when appropriate; and
6. Encouraging student participation and involvement in department activities.

Leadership Functions

The precise nature of leadership is difficult to define. There are different styles and techniques for carrying out the responsibilities of the chairperson. There are, however, a number of qualities that are important to the leadership of a department. Among them are

1. Judging people fairly and thoughtfully;
2. Initiating and sustaining action toward defined goals and encouraging the initiative of others;
3. Demonstrating interpersonal relations that foster a professional working atmosphere;
4. Working with committees and promoting their effectiveness;
5. Engaging in consultation and participatory decision-making;
6. Being open to fair criticism; and
7. Demonstrating objectivity.

Operational Functions

The fulfillment of leadership responsibilities balances the specific tasks completed with the manner in which the assignments are accomplished. In this respect, the chairperson assumes responsibilities for
1. Involving departmental faculty in decisions on program development and operational
   procedures;
2. Recognizing the advice and judgment of the faculty in making curriculum, budget, and
   personnel recommendations;
3. Providing guidance and leadership in formulating department academic and operational
   policies;
4. Consulting with the faculty in assigning teaching loads, instructional responsibilities, and
   academic schedules;
5. Representing the department effectively and responsibly in college and University-wide
   meetings;
6. Consulting with the faculty in the preparation and administration of the budget;
7. Working with department members in formulating faculty personnel procedures and making
   employment-related recommendations; and
8. Reporting to faculty members and the dean recommendations made that differ from actions
   taken by faculty in the department.

THE REVIEW OF DEPARTMENT CHAIRPERSONS

As a department chairperson, a faculty member assumes broad leadership roles that have specific
functions and raise certain expectations. The review of a chairperson represents the ultimate in the
collegial process, for it encourages faculty participation in departmental governance and effectively
balances administrative decision-making responsibility. While the review of a department chairperson
systematically focuses primarily on one person, the assessment of one's performance cannot be separated
from the responsibilities assumed by all colleagues in the department. Similarly, administratively
assigned tasks must be kept in their proper context. Colleagues in the department share in the
responsibility for maintaining this perspective, as do deans, in making their recommendations to the
Provost.

There are commonly accepted procedures in place for the appointment of department chairpersons and the
replacement of department chairpersons for due cause. The review process described in this document is
viewed as a constructive process. Its primary focus is gaining insights from the various constituencies that
relate to the department chairperson so constructive advice may be given and recommendations made to
improve the overall effectiveness of the department chairperson in providing departmental leadership.

The assessment of a department chairperson is made possible through both formal and informal review
mechanisms and periodic and extraordinary review cycles. Each of these is designed to provide input to
the department chairperson in assessing individual performance and for suggesting areas that might be
strengthened.
Formal and Informal Reviews

Throughout the academic year, departmental colleagues and administrators share a responsibility informally to provide insights to the department chairperson that may improve his/her overall leadership effectiveness. Annually, the dean will meet with the department chairperson for the purpose of discussing administrative performance. A written summary of this meeting will be shared with the individual chairperson and the Provost.

Periodic Department Chairperson Review

A newly appointed department chairperson will be reviewed during the third year of service concurrent with his/her appointment at the University. At the beginning of the third year, the dean will inform the Provost and call the department together for the purpose of initiating a review, discussing the process, and agreeing on the specific procedures to be followed. All departments will follow the general procedures and the specific instrument included in this document, along with mutually determined approaches at the department and college levels. The continuing appointment as chairperson will be subject to this review. The normal periodic review for individuals continued will be within a three- to five-year cycle as recommended by the dean and approved by the Provost.

Extraordinary Department Chairperson Review

An extraordinary review of the department chairperson may be initiated at any time by a majority vote of the members of the department in accordance with departmental procedures. The respective college dean or the Provost may also initiate a review at any time. Upon receipt of a request for extraordinary review, the appropriate college dean will call the department together as described in the periodic review cycle. The general procedures and instrument described in this document will be followed. Special attention may be focused on the timing of the review and areas of special concern resulting in the extraordinary request.

The Review Process

The entire review process will be conducted within the context of the responsibilities of the department and its individual members and the functions of the department chairperson. Emphasis will be placed on the nature and focus of the review, along with the following guidelines and procedures. Throughout this entire process, the department chairperson retains his/her right to resign the position.

Guidelines for the Review of Department Chairperson. The review of a department chairperson requires cooperation and mutual discussion. It is important that professional integrity and respect be maintained by all parties involved. The following guidelines are provided for those involved in the review process to ensure proper focus so the overall effort will not be counterproductive to the stated purpose:
• Adequate time should be provided throughout the process so individuals can effectively participate.
• Individual responses should be secured before written documents are shared.
• Input from faculty members, students, other chairpersons, and administrators should be properly balanced.
• The constructive nature of the review should remain foremost.
• Informal dialogue should be fostered on a continuing basis.
• Full departmental involvement should be stressed.
• The need to provide anonymity should be balanced with the need to fulfill professional responsibility.
• Opportunity for chairperson and faculty self-assessment should be encouraged.
• Flexibility in the process should be maintained so departmental differences can be addressed.
• The time frames near the beginning and ending of semesters should be avoided for the purposes of the review.
• Chairpersons may provide a Record of Service summary to faculty members to highlight recent activities.

Procedures for the Review of Department Chairpersons

The specific purpose of the review process and the suggested guidelines provide a basis for the review of the department chairperson. Such factors as the size and complexity of the department and type of review may suggest variations in the approaches utilized. However, the intent of the following procedures should be maintained.

1. Colleagues in the department are encouraged to provide informal suggestions to the department chairperson on an ongoing basis. Departments may develop internal procedures to delineate additional items to be added to the "Review of Department Chairpersons" instrument.

2. At the initiation of the review cycle, the dean shall meet with the department for the purposes of discussing the process, reporting format, and procedures to ensure appropriate anonymity and follow-up; reviewing the procedures; agreeing upon a timetable; and determining whether additional items should be added to the instrument. Where the source of an instrument cannot be identified, the responses will not be discarded.

3. The review instrument with a return envelope should be distributed to members of the department. Faculty members will have at least two weeks to complete and return the instrument. All faculty are encouraged to participate. Upon completion, the faculty member will return the instrument to the office of the dean. The dean will have an opportunity to schedule individual meetings with faculty members for purposes of follow-up, clarification, and additional input.

4. Concurrent with the solicitation of faculty input, the dean will collect information through the review instrument or through other appropriate means, from other chairpersons and individuals outside the department associated with the department chairperson.
5. Within a month after all information has been collected, the dean will summarize the input and
draft a letter to the department chairperson. Among other matters, the document will present
responses received from those solicited.

6. Following submission of a proposed summary report to the department chairperson, the dean
will meet with the individual to discuss the report. The department chairperson will have an
opportunity to respond to all parts of the recommendation.

7. After due deliberation, the dean will submit a document to the department for review and
response. The document will include a tabulation of the items on the instrument, a summary of
written comments, and specific recommendations.

8. Approximately two weeks after the document has been shared with the department, the dean
will meet with members of the department for additional discussion. A summary of this
meeting will be appended by the dean to the final recommendation submitted to the Provost.

9. The dean will submit the final summary recommendations, along with all support data, to the
Provost. The summary and recommendations will also be shared with the chairperson involved
and will be made available to members of the department.

10. Upon receipt of the recommendation, the Provost will schedule a meeting with the dean and
department chairperson for the purposes of discussion and determination of appropriate action.

11. The Provost will discuss the recommendation with the President for final disposition.

12. The Provost will properly inform the dean, department chairperson, and members of the
department of the recommendation.

13. Upon continuation, the department chairperson and the dean will mutually agree upon a
chairperson Development Plan which shall be filed with the Provost.

THE SELECTION PROCESS OF A NEW CHAIRPERSON

Search Committee

1. When a vacancy occurs, the dean of the college arranges a meeting of all full-time faculty in the
department. At this meeting, two decisions are made: first, departmental members of the search
committee are selected, and second, the method for choosing a chairperson of the search committee is
determined. For obvious reasons, candidates for the position do not serve on the search committee.

When the chairpersonship vacancy occurs, the Department, Dean and Provost will consult, and the
Provost will determine whether the search process should be internal or national. Internal candidates
are allowed in national search.

2. The dean of the college will arrange a meeting of all full-time faculty members in the department. At
this meeting, two decisions are made: first, departmental members of the search committee are
selected, and second, the method for choosing a chairperson of the search committee is determined.

Neither candidates for the position nor any faculty member for whom there is a conflict of interest
shall serve on the search committee. After the search committee is established, an additional faculty
member from any other department in the University may be added to the search committee. Both the
dean of the college and the search committee should agree on who will serve in this capacity. The
additional faculty member operates as a full member of the committee.

Search Process

1. When the chairpersonship vacancy coincides with a faculty opening in the department,
the search must invite candidacies from within and outside the University. Where no
faculty opening exists in the department, the search is limited to candidacies from
within the department.

2. The search committee is responsible for establishing its own procedures for reviewing
candidacies. Finalists are interviewed by the search committee, the college dean, and
the Provost. After completing its search, the committee makes no fewer than three
recommendations to the college dean.

3. After reviewing the search committee's recommendations, the college dean makes no
fewer than two recommendations to the Provost who, in turn, makes a final
recommendation to the President.

4. In the event that none of the recommended candidates accepts the appointment, the
search is reopened.

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<td>Second Senate Meeting</td>
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<td>Faculty Senate Vote</td>
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<td>President’s Review</td>
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BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 1, Section F9 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (with the companion “procedures” to follow it in the Handbook):

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**THE REVIEW POLICY OF DEPARTMENT CHAIRPERSONS**

As a department chairperson, a faculty member assumes broad leadership roles that have specific functions and raise certain expectations. The review of a chairperson represents the ultimate in the collegial process, for it encourages faculty participation in departmental governance and effectively balances administrative decision-making responsibility. While the review of a department chairperson systematically focuses primarily on one person, the assessment of one's performance cannot be separated from the responsibilities assumed by all colleagues in the department. Similarly, administratively assigned tasks must be kept in their proper context. Colleagues in the department share in the responsibility for maintaining this perspective, as do deans, in making their recommendations to the Provost.
The assessment of a department chairperson is made possible through both formal and informal review mechanisms and periodic and extraordinary review cycles. Each of these is designed to provide input to the department chairperson in assessing individual performance and for suggesting areas that might be strengthened.

Formal and Informal Reviews

Throughout the academic year, departmental colleagues and administrators share a responsibility informally to provide insights to the department chairperson that may improve his/her overall leadership effectiveness. Annually, the dean will meet with the department chairperson for the purpose of discussing administrative performance. A written summary of this meeting will be shared with the individual chairperson and the Provost.

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The Review Process

The entire review process will be conducted within the context of the responsibilities of the department and its individual members and the functions of the department chairperson. Emphasis will be placed on the nature and focus of the review, along with the following guidelines. Throughout this entire process, the department chairperson retains his/her right to resign the position.
Guidelines for the Review of Department Chairperson. The review of a department chairperson requires cooperation and mutual discussion. It is important that professional integrity and respect be maintained by all parties involved. The following guidelines are provided for those involved in the review process to ensure proper focus so the overall effort will not be counterproductive to the stated purpose:

- Adequate time should be provided throughout the process so individuals can effectively participate.
- Individual responses should be secured before written documents are shared.
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- Informal dialogue should be fostered on a continuing basis.
- Full departmental involvement should be stressed.
- The need to provide anonymity should be balanced with the need to fulfill professional responsibility.
- Opportunity for chairperson and faculty self-assessment should be encouraged.
- Flexibility in the process should be maintained so departmental differences can be addressed.
- The time frames near the beginning and ending of semesters should be avoided for the purposes of the review.
- Chairpersons may provide a Record of Service summary to faculty members to highlight recent activities.

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2. The dean of the college will arrange a meeting of all full-time faculty members in the department. At this meeting, two decisions are made: first, departmental members of the search committee are selected, and second, the method for choosing a chairperson of the search committee is determined. Neither candidates for the position nor any faculty member for whom there is a conflict of interest shall serve on the search committee. After the search committee is established, an additional faculty member from any other department in the University may be added to the search committee. Both the dean of the college and the search committee should agree on who will serve in this capacity. The additional faculty member operates as a full member of the committee.
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FACULTY SENATE           SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 14-A-40

Approved by the Faculty Senate
December 10, 2014

BRIEF SUMMARY: This bill specifies the procedure portion of the existing Faculty Handbook section on Department Chairs (Chapter 1, Section F9).

REVISING “DEPARTMENT CHAIRS” TO ESTABLISH A PROCEDURE SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policy” section, Chapter 1, Section F9 of the Faculty Handbook be amended by replacing the existing content with the following “procedure” section (with the companion “policy” to follow it in the Handbook):

Department Chairs: Procedure Section

FUNCTIONS OF THE CHAIRPERSON

As stated in the Policy section, “the general responsibilities of the department chairperson are grouped under the following major categories: Administrative Functions, Faculty-Personnel Functions, Liaison Functions, Student-Related Functions, Leadership Functions, and Operational Functions”. While these categories provide a basis for grouping functions, many are interrelated. They are presented, however, as a guide to chairpersons in providing academic leadership and to departments as colleagues participate in the assessment of department chairpersons.

Administrative Functions

The chairperson is the chief departmental administrative officer and the primary representative of the academic discipline. Among the specific administrative tasks for which the chairperson assumes responsibility and accountability are

1. Communicating department goals and needs to the dean and, when appropriate, to the Provost;
2. Communicating and interpreting college and University decisions to the faculty;
3. Maintaining open lines of communication among specializations within the department and encouraging appropriate balance;
4. Encouraging the development and improvement of the departmental curriculum and seeing that the proper curriculum materials are submitted;
5. Ensuring the preparation of catalog information and schedules of class offerings in accordance with established procedures;
6. Supervising the departmental budget, support staff, record keeping, and the requisition of supplies, equipment, materials, and other instructional needs;
7. Scheduling regular departmental meetings and distributing minutes to appropriate individuals;
8. Serving as the chief spokesperson for departmental curriculum proposals and ensuring that requirements are consistent with University policies;
9. Assigning and evaluating support and clerical personnel in the department;
10. Developing and following procedures to assign faculty to classes, laboratories, studios, and other responsibilities;
11. Reporting undesirable or potentially hazardous conditions with respect to the physical plant;
12. Providing appropriate information and reports as requested by the dean and other administrative offices;
13. Facilitating and encouraging grants and contracts from extramural sources;
14. Coordinating and supervising the development of departmental five-year plans, accreditation and departmental evaluations, and other reviews; and
15. Administering the departmental budget within established guidelines.

Faculty-Personnel Functions

Among the most important responsibilities of the chairperson are those relating to the faculty. The success of the department is frequently dependent upon the abilities of the chairperson in this regard. Among the specific tasks for which the chairperson assumes responsibility and accountability are

1. Exercising leadership in recruiting and retaining capable faculty;
2. Evaluating faculty performance and the development of procedures for assessing faculty accomplishment;
3. Exercising independent judgments and making recommendations relative to faculty employment, continuation, promotion, tenure, termination, salary adjustments, and leaves of absence;
4. Encouraging improvement of faculty performance by fostering effective teaching and stimulating research, scholarly performance, and creative activity;
5. Promoting faculty professional development and enrichment, and encouraging faculty in their service to the University, the community, and professional organizations;
6. Maintaining faculty morale by preventing and resolving conflicts and by arranging for the effective and equitable distribution of faculty responsibilities;
7. Orienting new faculty members to department, college, and University policies and procedures;
8. Serving as a role model in the performance of teaching, scholarly, and other faculty responsibilities; and
9. Coordinating the departmental sabbatical leave review and recommending candidates to the dean of the college.
Liaison Functions

The department chairperson has primary responsibility for representing the department and the discipline to the college, the University, and the community at large. Among the specific areas for which the chairperson assumes responsibilities and accountability are

1. Maintaining liaison with other departments and support units;
2. Encouraging public relations activities and enhancing the departmental image and reputation on and off campus;
3. Promoting interdepartmental and interdisciplinary cooperation in the development and maintenance of academic programs; and
4. Cooperating with departments, colleges, and other units in the accomplishment of their tasks.

Student-Related Functions

The recruitment and retention of outstanding students is often dependent upon how wisely and effectively the departmental chairperson responds to student needs. Among the specific areas for which the chairperson is responsible and accountable are

1. Coordinating the academic advisement process and monitoring the process to ensure that it is responsive to changing student needs and aspirations;
2. Encouraging student clubs and organizations which foster achievement and professional development;
3. Following procedures for resolving student complaints about faculty, courses, and programs;
4. Promoting the establishment of scholarships and fellowships for students in the department;
5. Informing students of special departmental registration procedures and enrollment criteria, etc., and administering those procedures when appropriate; and
6. Encouraging student participation and involvement in department activities.

Leadership Functions

The precise nature of leadership is difficult to define. There are different styles and techniques for carrying out the responsibilities of the chairperson. There are, however, a number of qualities that are important to the leadership of a department. Among them are

1. Judging people fairly and thoughtfully;
2. Initiating and sustaining action toward defined goals and encouraging the initiative of others;
3. Demonstrating interpersonal relations that foster a professional working atmosphere;
4. Working with committees and promoting their effectiveness;
5. Engaging in consultation and participatory decision-making;
6. Being open to fair criticism; and
7. Demonstrating objectivity.

Operational Functions

The fulfillment of leadership responsibilities balances the specific tasks completed with the manner in which the assignments are accomplished. In this respect, the chairperson assumes responsibilities for

1. Involving departmental faculty in decisions on program development and operational procedures;
2. Recognizing the advice and judgment of the faculty in making curriculum, budget, and personnel recommendations;
3. Providing guidance and leadership in formulating department academic and operational policies;
4. Consulting with the faculty in assigning teaching loads, instructional responsibilities, and academic schedules;
5. Representing the department effectively and responsibly in college and University-wide meetings;
6. Consulting with the faculty in the preparation and administration of the budget;
7. Working with department members in formulating faculty personnel procedures and making employment-related recommendations; and
8. Reporting to faculty members and the dean recommendations made that differ from actions taken by faculty in the department.

THE REVIEW PROCEDURE FOR DEPARTMENT CHAIRPERSONS

There are commonly accepted procedures in place for the appointment of department chairpersons and the replacement of department chairpersons for due cause. The review process described in this document is viewed as a constructive process. Its primary focus is gaining insights from the various constituencies that relate to the department chairperson so constructive advice may be given and recommendations made to improve the overall effectiveness of the department chairperson in providing departmental leadership.

Procedures for the Review of Department Chairpersons

The specific purpose of the review process and the suggested guidelines provide a basis for the review of the department chairperson. Such factors as the size and complexity of the department and type of review may suggest variations in the approaches utilized. However, the intent of the following procedures should be maintained.
1. Colleagues in the department are encouraged to provide informal suggestions to the department chairperson on an ongoing basis. Departments may develop internal procedures to delineate additional items to be added to the "Review of Department Chairpersons" instrument.

2. At the initiation of the review cycle, the dean shall meet with the department for the purposes of discussing the process, reporting format, and procedures to ensure appropriate anonymity and follow-up; reviewing the procedures; agreeing upon a timetable; and determining whether additional items should be added to the instrument. Where the source of an instrument cannot be identified, the responses will not be discarded.

3. The review instrument with a return envelope should be distributed to members of the department. The Dean shall make an online review instrument available to members of the department. Faculty members will have at least two weeks to complete and submit the review instrument. All faculty are encouraged to participate unless there is an identified conflict of interest. Upon completion, the faculty member will return the instrument to the office of the dean. The dean will have an opportunity to schedule individual meetings with faculty members for purposes of follow-up, clarification, and additional input.

4. Concurrent with the solicitation of faculty input, the dean will collect information through the review instrument or through other appropriate means, from other chairpersons and individuals outside the department associated with the department chairperson.

5. Within a month after all information has been collected, the dean will summarize the input and draft a letter to the department chairperson. Among other matters, the document will present responses received from those solicited.

6. Following submission of a proposed summary report to the department chairperson, the dean will meet with the individual to discuss the report. The department chairperson will have an opportunity to respond to all parts of the recommendation.

7. After due deliberation, the dean will submit a document to the department for review and response. The document will include a tabulation of the items on the instrument, a summary of written comments, and specific recommendations.

8. Approximately two weeks after the document has been shared with the department, the dean will meet with members of the department for additional discussion. A summary of this meeting will be appended by the dean to the final recommendation submitted to the Provost.

9. The dean will submit the final summary recommendations, along with all support data, to the Provost. The summary and recommendations will also be shared with the chairperson involved and will be made available to members of the department.

10. Upon receipt of the recommendation, the Provost will schedule a meeting with the dean and department chairperson for the purposes of discussion and determination of appropriate action.

11. The Provost will discuss the recommendation with the President for final disposition.

12. The Provost will properly inform the dean, department chairperson, and members of the department of the recommendation.

13. Upon continuation, the department chairperson and the dean will mutually agree upon a chairperson Development Plan which shall be filed with the Provost.
THE SELECTION OF A NEW CHAIRPERSON

Search Process

Upon search approval and establishment of a search committee following guidelines given in the companion Policy section, the department shall follow the following steps, as applicable.

1. When the chairpersonship vacancy coincides with a faculty opening in the department, the search must invite candidacies from within and outside the University. Where no faculty opening exists in the department, the search is limited to candidacies from within the department.

2. The search committee is responsible, within the standard hiring procedures established by the University’s Office of Human Resources, for establishing its own procedures for reviewing candidacies. Finalists are interviewed by the search committee, the college dean, and the Provost. Candidates may meet with departmental faculty individually and/or as a group, and others as designated by the search committee. The search committee will meet with the department to discuss the candidates. To be hired above Assistant Professor the individual must meet the departmental criteria for that rank, as judged by the Departmental Tenure and Promotion Advisory Committee, which will make that determination of all the finalists before an invitation to campus interview is extended. Only after this has been done may that person be offered a contract and will automatically be granted tenure upon appointment. After completing its search, the committee makes no fewer than three recommendations to the college dean. After completing its search, the committee will approve and provide the college dean with a memo, with copies to each member of the search committee, that outlines each candidate’s potential for further consideration in the search process. The memo should include a summary of each candidate’s strengths and challenges relative to the position and his/her potential for consideration. The “potential for further consideration” could be phrased using such terms as “Strongly Consider”, “Consider”, “Undecided”, “Hesitant to Consider”, “Do Not Consider”.

3. After reviewing the search committee’s recommendations, the college dean makes no fewer than two recommendations to the Provost who, in turn, makes a final recommendation to the President.

4. In the event that none of the recommended candidates accepts the appointment, the search is reopened considered a failed search and closed. A new search must be opened to fill the vacancy and the process begins anew.
**Action** | **Date**
---|---
Introduced to Senate | 11/12/14
Second Senate Meeting | 12/10/14
Faculty Senate Vote | 12/10/14
President's Review | 
15 Day Review | 

Posted to Faculty Handbook
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9. The dean will submit the final summary recommendations, along with all support data, to the Provost. The summary and recommendations will also be shared with the chairperson involved and will be made available to members of the department.

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11. The Provost will discuss the recommendation with the President for final disposition.

12. The Provost will properly inform the dean, department chairperson, and members of the department of the recommendation.

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**THE SELECTION OF A NEW CHAIRPERSON**
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2. After reviewing the search committee's recommendations, the college dean makes no fewer than two recommendations to the Provost who, in turn, makes a final recommendation to the President.

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I. Motion to be Considered:

Approve the proposed revision for *The College and College Dean* to establish a policy section in Chapter I Section G3 of the Faculty Handbook.

II. Background:

At their March 25, 2010 meeting, the Board of Regents directed President Dobbins, working with the Faculty Senate, to review the Faculty Handbook and recommend changes to ensure that the Faculty Handbook conforms to current Board policies and directives.

On October 1, 2014 the Faculty Senate approved Faculty Senate Bill 14-A-31. The bill and its companion bill (14-A-32) divide the current *The College and College Dean* section of the Faculty Handbook text into policy and procedure. The following documents are attached to this motion:

- Attachment 1: Policy redline denoting changes from existing language
- Attachment 2: Policy in final form to be included in the Faculty Handbook

Changes in the language of the policy include:
- separating existing language into policy and procedures
- repeating language pertaining to College Councils that is included in a different section of the Faculty Handbook

Attachments 3 and 4 are for information purposes only.

- Attachment 3: Procedure redline denoting changes from existing language
- Attachment 4: Procedure in projected final form, pending outcome of the 15-day review

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**Recommended By:**

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

**Chairperson:**

**Dean:**

**Academic Council:**

**Provost:**

**President:**

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**Board Action on:**

- Motion By:
- Second By:
- Vote: Yeas: _____ Nays: _____

- Postpone:
- Amend:
- Disapprove:
- Approve:
- Secretary:
FACULTY SENATE             SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 14-A-31

Approved by the Faculty Senate
October 1, 2014

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on The College and the College Dean (Chapter 1, Section G3).

REVISING “THE COLLEGE AND THE COLLEGE DEAN” TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 1, Section G3 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (with the companion “procedure” to follow it in the Handbook):

The College and College Dean: Policy Section

The college is an organization of departments within the University. The departments comprising a college represent academic disciplines with common methodologies but diverse subject matters. The purpose of organizing departments into colleges is to facilitate the administration of programs and the coordination of operations while preserving the uniqueness and integrity of each academic area.

The college dean occupies an important leadership role as the chief academic administrator of a college. He/she must possess the ability to identify closely with the various disciplines within the college in order to articulate their concerns to the administration and to relate University-wide aims and purposes to the needs and goals of the departments. He/she fosters the professional development of the college faculty and coordinates the development of departmental programs. He/she represents the college on the University Academic Council.

In curricular and personnel matters, the college dean is advised by a College Council, the College Tenure and Promotion Advisory Committee, and other committees composed of department chairpersons and/or elected departmental representatives. The college dean assumes responsibility for all recommendations to
appropriate academic and administrative officials, committees, or councils.¹

**College Council**

The dean is advised by a college. Matters which cannot be dealt with at the departmental level are referred to the college council by the dean. In particular, the college council reviews program and degree proposals from departments which affect the offerings of other departments or require review by the University Academic Council or the Coordinating Board for Higher Education.

**Membership Structure of a College Council:**²

The members of a College Council shall consist of the college dean, chairs from each department and an equal number of faculty representatives from each of the affiliated departments. The faculty representatives shall be elected by their department to serve a three year appointment. Departmental chairs and faculty representatives are the voting numbers. Deans vote only in the case of a tie vote.

Additional non-voting members may be added to the college council to serve in an advisory capacity only. These non-voting members are appointed by the college dean.²

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¹ Note: this paragraph repeated from current 1F8 section, pages 32-33.
FACULTY SENATE             SOUTHEAST MISSOURI STATE UNIVERSITY

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BRIEF SUMMARY: This bill specifies the procedure portion of the existing Faculty Handbook section on The College and the College Dean (Chapter 1, Section G3).

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policies” section, Chapter 1, Section G3 of the Faculty Handbook be amended by replacing the existing content with the following “procedure” section (with the companion “policies” to proceed it in the Handbook):

The College and College Dean: Procedure Section

The Role and Responsibilities of the College Dean*

*The following list of responsibilities is intended to be descriptive rather than exhaustive.

A. Instructional Programs

1. The college dean assists and stimulates departments in curriculum development.
2. He/she ensures that departmental programs, degree requirements, and proposals are consistent with University policies and goals and in harmony with state requirements.
3. He/she resolves, with the advice and consent of the college council, curriculum matters not resolved at the departmental level.

B. Personnel Affairs

1. The college dean, with the college council, coordinates faculty allocations with the college.
2. He/she reviews departmental recommendations for employment to ensure that candidates meet defined departmental needs.
3. He/she coordinates and reviews promotion, tenure, and dismissal procedures.
4. He/she ensures that departmental personnel policies and practices are consistent with college and University policies.
5. He/she encourages and stimulates professional development activities.

C. Administration
1. The college dean communicates and implements policies and procedures affecting the
departments and faculty.

2. He/she ensures that departmental operations are consistent with University policies and
procedures.

3. He/she chairs the college council through which he/she mediates disputes not resolved
   at the departmental level.

4. He/she represents the college within the administrative structure, principally by serving
   on the University Academic Council and other University-wide councils and
   committees.

5. He/she coordinates the budget requests of departments, prepares the college budget,
   coordinates through the college council the allocations of funds to departments, and
   reviews departmental expenditures.

6. He/she works with the departments and the administration to acquire and maintain
   facilities necessary to meet the instructional, professional, and research needs of the
   faculty and students of the college.

*The list of responsibilities is intended to be descriptive rather than exhaustive.

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Posted to Faculty Handbook
FACULTY SENATE             SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 14-A-32

Approved by the Faculty Senate
October 1, 2014

BRIEF SUMMARY: This bill specifies the procedure portion of the existing Faculty Handbook section on The College and the College Dean (Chapter 1, Section G3).

REVISING “THE COLLEGE AND THE COLLEGE DEAN” TO ESTABLISH A PROCEDURE SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policies” section, Chapter 1, Section G3 of the Faculty Handbook be amended by replacing the existing content with the following “procedure” section (with the companion “policies” to proceed it in the Handbook):

The College and College Dean: Procedure Section

The Responsibilities of the College Dean

The following list of responsibilities is intended to be descriptive rather than exhaustive.

A. Instructional Programs
   1. The college dean assists and stimulates departments in curriculum development.
   2. He/she ensures that departmental programs, degree requirements, and proposals are consistent with University policies and goals and in harmony with state requirements.
   3. He/she resolves, with the advice and consent of the college council, curriculum matters not resolved at the departmental level.

B. Personnel Affairs
   1. The college dean, with the college council, coordinates faculty allocations with the college.
   2. He/she reviews departmental recommendations for employment to ensure that candidates meet defined departmental needs.
   3. He/she coordinates and reviews promotion, tenure, and dismissal procedures.
   4. He/she ensures that departmental personnel policies and practices are consistent with college and University policies.
   5. He/she encourages and stimulates professional development activities.
C. Administration

1. The college dean communicates and implements policies and procedures affecting the departments and faculty.

2. He/she ensures that departmental operations are consistent with University policies and procedures.

3. He/she chairs the college council through which he/she mediates disputes not resolved at the departmental level.

4. He/she represents the college within the administrative structure, principally by serving on the University Academic Council and other University-wide councils and committees.

5. He/she coordinates the budget requests of departments, prepares the college budget, coordinates through the college council the allocations of funds to departments, and reviews departmental expenditures.

6. He/she works with the departments and the administration to acquire and maintain facilities necessary to meet the instructional, professional, and research needs of the faculty and students of the college.

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I. Motion to be Considered:

Approve the proposed revision for *The College Dean: Role, Responsibility, and Review* to establish a policy section in Chapter I Section F8 of the Faculty Handbook.

II. Background:

At their March 25, 2010 meeting, the Board of Regents directed President Dobbins, working with the Faculty Senate, to review the Faculty Handbook and recommend changes to ensure that the Faculty Handbook conforms to current Board policies and directives.

On October 1, 2014 the Faculty Senate approved Faculty Senate Bill 14-A-33. The bill and its companion bill (14-A-41) divide the current *The College Dean: Role, Responsibility, and Review* section of the Faculty Handbook text into policy and procedure. The following documents are attached to this motion:

Attachment 1: Policy redline denoting changes from existing language
Attachment 2: Policy in final form to be included in the Faculty Handbook

Changes in the language of the policy include:

- separating existing language into policy and procedures
- rewording for clarity

Attachments 3 and 4 are for information purposes only.

Attachment 3: Procedure redline denoting changes from existing language
Attachment 4: Procedure in projected final form, pending outcome of the 15-day review

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Recommended By:

Student Government ____________________________
Faculty Senate ________________________________
Administrative Council __________________________
VP, Enroll. Man. & Stu. Suc. ______________________
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: ______________________________
FACULTY SENATE             SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 14-A-33

Approved by the Faculty Senate

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on The College Dean: Role, Responsibility, and Review (Chapter 1, Section F8).

REVISING “THE COLLEGE DEAN: ROLE, RESPONSIBILITY, AND REVIEW” TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 1, Section F8 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (with the companion “procedure” to follow it in the Handbook):

The College Dean: Role, Responsibility, and Review - Policy Section

The organizational structures of Southeast Missouri State University are designed to foster participation by all members of the academic community in the formulation of academic policies. Under this system, the professional expertise of faculty members and administrators is integrated, and their many perspectives unite in participatory academic decision making. Within this framework, the University establishes the teaching/learning environment essential for faculty and students and permits faculty members to fulfill their teaching, research, and service responsibilities. It is from this perspective that the University's colleges were organized and are operated.

The Role of the College

A college is a group of academic departments so assigned according to common methodologies or related curricular, research, or disciplinary orientations. Thus grouped, the departments maintain their uniqueness and integrity while the college coordinates joint administrative tasks. A college may also house interdisciplinary centers, programs, and institutes.

The college structure facilitates the smooth flow of information and direction from the central administration to the departments and information from the departments to the central administration. It thus encourages administrative efficiency and effectiveness at all levels.
The college represents and promotes to the University and the general community the common as well as the unique interests of each of its units. It encourages cooperation and mutual support between the units, mediates conflict, and thus stimulates broader and more useful applications of the work of the constituent units. The college fosters and monitors instructional, scholarly, and creative activity.

Identifying immediate and long-range objectives and assisting departments in similar activity at their level, the college is the location for evaluating achievement of these objectives. The college is the primary recipient of resources which are reallocated by the Provost for support of departmental programs. It also monitors the use of fiscal resources.

The Role Responsibilities of the College Dean

Responsibilities

The dean is responsible for providing leadership which allows the departments in the college to attain their unique educational objectives while promoting the common interests of faculties in closely related academic areas. Consequently, the dean must possess the ability to identify closely with the various disciplines within the college in order to articulate their concerns to the administration and to relate University-wide aims and purposes to the needs and goals of the departments. The dean assists department chairpersons in fostering the professional development of the college faculty and coordinating the development of departmental programs.

The dean is responsible for representing the financial needs of the college in the annual academic budget and coordinating the allocation of approved operating and equipment funds to the departments. In personnel matters, the dean is advised by a college council and other established committees composed of department chairpersons and/or elected departmental representatives; however, the dean is ultimately responsible for all recommendations to appropriate academic officials, committees, or agencies outside the college or University. To provide this type of leadership, the dean must bring to this office a distinguished career in teaching and research/scholarship, together with effective communication skills and administrative experience. He/she must be able to elicit the professional trust and respect of the college faculty so as to speak with a representative and persuasive voice in the larger University community concerning matters of concern to the college.

The dean is responsible for encouraging departments to identify and articulate their immediate and long-term objectives and to assess progress toward the attainment of these objectives through periodic department reviews. In concert with the department chairpersons, the dean strives to promote the scholarship, research, and program development activities of the college faculty. Consistent with this perspective, the dean must be willing to have her/his own performance evaluated on the basis of the extent to which her/his efforts promote growth of programs and the professional activities of the faculty.
In curricular and personnel matters, the college dean is advised by a College Council, the College Promotion Committee, the College Tenure Committee, and other committees composed of department chairpersons and/or elected departmental representatives. The college dean assumes responsibility for all recommendations to appropriate academic and administrative officials, committees, or councils.

The Review of the College Dean

The review of the dean is an extension of the collegial process that encourages faculty participation in the governance of the college. The assessment of the dean is made possible through both formal and informal review mechanisms and periodic review cycles. Each of these is designed to aid the dean in assessing individual performance and for suggesting areas that might be strengthened. Throughout the academic year, department chairpersons and administrators share a responsibility to provide informally to the dean insights that may improve his/her overall leadership effectiveness. Annually, the dean will meet with the Provost for the purpose of discussing his/her administrative performance. A written summary of this meeting will be shared with the individual dean and the President.

Periodic Dean Review. A newly appointed dean will be reviewed during the third year of her/his service as dean at the University. In the middle of the third year, the Provost will inform the dean and faculty members in the college that the review is being initiated. All faculty members will follow the general procedures and use the standard instrument. Department chairpersons in the college, other deans on campus, and other selected individuals will be asked by the Provost to follow the same general procedures and submit assessments directly to the Office of Institutional Research. The continuing appointment as dean will be subject to this review. The normal periodic review for individuals continued in the deanship will be within a three- to five-year cycle as recommended by the Provost.

Extraordinary Review of the Dean. An extraordinary review of the dean may be initiated at any time by a vote of the majority of the departments in the college. A majority vote of the members of a department in accordance with departmental procedures will be considered a departmental vote to call for the review. The Provost may also initiate a review.

The Selection Process

Qualifications. Each college dean should substantially meet the following criteria:

1. An earned doctorate from an accredited University in a discipline represented by one of the departments in the college.
2. Evidence of scholarly and/or research achievements.
3. Distinguished teaching experience at the college/University level.
4. Administrative experience or demonstrated administrative capability.
5. Commitment to the principles of collegiality in governance.
6. Commitment to academic excellence.

**Search Committee**

When a vacancy occurs, the Provost instructs the chairperson of each department in the college to conduct an election to select two nominees from which a representative will be selected to serve as a member of the search committee. In addition to these departmental representatives, the President of the University with the advice of the Provost appoints two administrators, student representation, and when appropriate, a representative from outside the University to serve on the search committee and designates its chairperson. The Dean of the Graduate School officer or designee will serve on the search committee.

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FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 14-A-33

Approved by the Faculty Senate
October 1, 2014

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on The College Dean: Role, Responsibility, and Review (Chapter 1, Section F8).

REVISING “THE COLLEGE DEAN: ROLE, RESPONSIBILITY, AND REVIEW” TO ESTABLISH A POLICY SECTION

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as dean at the University. In the middle of the third year, the Provost will inform the dean and faculty
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by a vote of the majority of the departments in the college. A majority vote of the members of a
department in accordance with departmental procedures will be considered a departmental vote to call for
the review. The Provost may also initiate a review.

The Selection Process

Qualifications

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2. Evidence of scholarly and/or research achievements.
3. Distinguished teaching experience at the college/University level.
4. Administrative experience or demonstrated administrative capability.
5. Commitment to the principles of collegiality in governance.
6. Commitment to academic excellence.

Search Committee

When a vacancy occurs, the Provost instructs the chairperson of each department in the college to conduct
an election to select two nominees from which a representative will be selected to serve as a member of
the search committee. In addition to these departmental representatives, the President of the University
with the advice of the Provost appoints two administrators, student representation, and when appropriate,
a representative from outside the University to serve on the search committee and designates its
chairperson. The Dean of the Graduate School officer or designee will serve on the search committee.

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REVISING “THE COLLEGE DEAN: ROLE, RESPONSIBILITY, AND REVIEW” TO ESTABLISH A PROCEDURE SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policies” section, Chapter 1, Section F8 of the Faculty Handbook be amended by replacing the existing content with the following “procedure” section (with the companion “policies” to proceed it in the Handbook):

The College Dean: Role, Responsibility, and Review - Procedure Section

Specific Duties of the Dean

The following listing is representative but not all-inclusive:

Resource Allocation

• Coordinates the planning process and makes recommendations to higher administrative levels concerning equipment, space, operations, and personnel needs.
• Administers the resources allocated to the college. Supervises faculty development expenditures in the college. Coordinates the use of physical space in the college.

Personnel Actions

• Organizes and presides over college promotion proceedings and makes appropriate recommendations to the Provost.
• Coordinates tenure procedures and makes appropriate recommendations to the Provost.
• Assists in recruiting faculty and provides recommendations for and approval of appointments.
• Certifies proper credentialing of faculty.
• Administers instruments of chairperson evaluation and coordinates evaluation of probationary faculty.

Teaching and Research
• Assists in the development and maintenance of a quality curriculum.
• Provides academic leadership by encouraging and promoting new ideas.
• Encourages worthwhile research projects of the faculty and helps secure support for them.
• Fosters and encourages teaching effectiveness and faculty development activity.
• Encourages, where appropriate, development of interdisciplinary efforts.

**Communication**

• Facilitates communication flow within the college.
• Facilitates communication flow into and out of the college to other administrative units.
• Mediates conflicts among college departments when the differences are not resolved at the departmental level.
• Interprets the work of the college to constituencies outside the University.
• Presides, in an appellate capacity, over student academic problems not resolved at the departmental level.

**Review Process for the Dean**

For both periodic and extraordinary reviews of the dean, these procedures will be followed:

1. At the initiation of the review cycle, the Provost will submit to all full-time faculty in the college a letter outlining the process to be followed.
2. At the same time, the Provost will provide College Council members with a copy of the review instrument. In consultation with the Provost, the College Council may construct up to five additional items for the instrument. The council will have at least one month in which to submit the additional items.
3. Upon receipt of additional items, the Provost will submit to the full-time faculty a copy of the review instrument. Individual faculty members will have at least two weeks to complete and return the instrument to the Office of the Provost at their convenience.
4. Additional information from the faculty may be solicited through other appropriate means. Upon a majority request of the faculty in a department, as indicated on the review instrument, the Provost will meet with members of the department.
5. Concurrent with the solicitation of faculty response, the Provost will collect information from the chairpersons in the college, the other deans, and other individuals within and outside the college. Information from chairpersons will be obtained through the review instrument and other appropriate means; information from the other deans and other individuals will be collected through the review instrument and/or other appropriate means.
6. Within a month after all information has been collected, the Provost will summarize the information and draft a letter to the dean. The summary will include the following:
   a. A tabulation of responses from the review instrument.
b. A listing of the strengths and improvement areas enumerated at the end of the instrument, categorized according to chairpersons and faculty.

c. A summary of information gathered from other sources.

7. Following submission of the summary report to the dean, the Provost will meet with the dean to discuss the report. The dean will have an opportunity to respond to all parts of the report.

8. After due deliberation, the Provost will meet with the college faculty concerning the outcome of the review.

9. The Provost will submit to the President a final recommendation, along with a summary document including the information described in Step 6 above and the dean's response; as indicated in Step 7.

Search Process of the Dean

Upon the establishment of a search committee, the following steps should be followed:

1. The search is open to outside applicants as well as applicants from within the University. The search committee is responsible for preparing a position description which, with the authorization of the Provost, governs the screening and recommending of candidates and; ultimately, the appointment.

2. All finalists normally are invited to spend two full days on campus so that they and the appropriate segments of the University community have adequate time to assess each other. The search committee sets the interview schedule, but it should include extensive meetings with the search committee, chairpersons of departments in the college, faculty members from within the college, the deans of other colleges, the Provost, and the President of the University. The chairperson of the search committee is responsible for preparing a written summary of each finalist's campus visit, listing specific strengths and weaknesses as they emerge in the interview. This summary should accompany the dossier of any recommended candidate.

3. After conducting finalists' interviews, the search committee recommends at least three candidates to the Provost. Recommendations are made without rank ordering the search committee will approve and provide the Provost with a memo, with copies to each member of the search committee, that outlines each candidate’s potential for further consideration in the search process. The memo should include a summary of each candidate’s strengths and challenges relative to the position and his/her potential for consideration. The “potential for further consideration” could be phrased using such terms as “Strongly Consider”, “Consider”, “Undecided”, “Hesitant to Consider”, “Do Not Consider”.

4. The Provost forwards to the President of the University the names and supporting materials of all candidates recommended by the search committee and includes his/her own recommendations on the candidates. The President negotiates an appointment with a recommended candidate and recommends the appointee to the Board of Regents for confirmation.
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REVISING “THE COLLEGE DEAN: ROLE, RESPONSIBILITY, AND REVIEW” TO ESTABLISH A PROCEDURE SECTION

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The College Dean: Role, Responsibility, and Review - Procedure Section

Specific Duties of the Dean

The following listing is representative but not all-inclusive:

Resource Allocation

- Coordinates the planning process and makes recommendations to higher administrative levels concerning equipment, space, operations, and personnel needs.
- Administers the resources allocated to the college. Supervises faculty development expenditures in the college. Coordinates the use of physical space in the college.

Personnel Actions

- Organizes and presides over college promotion proceedings and makes appropriate recommendations to the Provost.
- Coordinates tenure procedures and makes appropriate recommendations to the Provost.
- Assists in recruiting faculty and provides recommendations for and approval of appointments.
- Certifies proper credentialing of faculty.
- Administers instruments of chairperson evaluation and coordinates evaluation of probationary faculty.

Teaching and Research

• Assists in the development and maintenance of a quality curriculum.
• Provides academic leadership by encouraging and promoting new ideas.
• Encourages worthwhile research projects of the faculty and helps secure support for them.
• Fosters and encourages teaching effectiveness and faculty development activity.
• Encourages, where appropriate, development of interdisciplinary efforts.

Communication
• Facilitates communication flow within the college.
• Facilitates communication flow into and out of the college to other administrative units.
• Mediates conflicts among college departments when the differences are not resolved at the departmental level.
• Interprets the work of the college to constituencies outside the University.
• Presides, in an appellate capacity, over student academic problems not resolved at the departmental level.

Review Process for the Dean

For both periodic and extraordinary reviews of the dean, these procedures will be followed:

1. At the initiation of the review cycle, the Provost will submit to all full-time faculty in the college a letter outlining the process to be followed.
2. At the same time, the Provost will provide College Council members with a copy of the review instrument. In consultation with the Provost, the College Council may construct up to five additional items for the instrument. The council will have at least one month in which to submit the additional items.
3. Upon receipt of additional items, the Provost will submit to the full-time faculty a copy of the review instrument. Individual faculty members will have at least two weeks to complete and return the instrument to the Office of the Provost at their convenience.
4. Additional information from the faculty may be solicited through other appropriate means. Upon a majority request of the faculty in a department, as indicated on the review instrument, the Provost will meet with members of the department.
5. Concurrent with the solicitation of faculty response, the Provost will collect information from the chairpersons in the college, the other deans, and other individuals within and outside the college. Information from chairpersons will be obtained through the review instrument and other appropriate means; information from the other deans and other individuals will be collected through the review instrument and/or other appropriate means.
6. Within a month after all information has been collected, the Provost will summarize the information and draft a letter to the dean. The summary will include the following:
   a. A tabulation of responses from the review instrument.
b. A listing of the strengths and improvement areas enumerated at the end of the instrument, categorized according to chairpersons and faculty.

c. A summary of information gathered from other sources.

7. Following submission of the summary report to the dean, the Provost will meet with the dean to discuss the report. The dean will have an opportunity to respond to all parts of the report.

8. After due deliberation, the Provost will meet with the college faculty concerning the outcome of the review.

9. The Provost will submit to the President a final recommendation, along with a summary document including the information described in Step 6 above and the dean's response; as indicated in Step 7.

Search Process of the Dean

Upon the establishment of a search committee, the following steps should be followed:

1. The search is open to outside applicants as well as applicants from within the University. The search committee is responsible for preparing a position description which, with the authorization of the Provost, governs the screening and recommending of candidates and; ultimately, the appointment.

2. All finalists normally are invited to spend two full days on campus so that they and the appropriate segments of the University community have adequate time to assess each other. The search committee sets the interview schedule, but it should include extensive meetings with the search committee, chairpersons of departments in the college, faculty members from within the college, the deans of other colleges, the Provost, and the President of the University.

3. After conducting finalists' interviews, the search committee will approve and provide the Provost with a memo, with copies to each member of the search committee, that outlines each candidate’s potential for further consideration in the search process. The memo should include a summary of each candidate’s strengths and challenges relative to the position and his/her potential for consideration. The “potential for further consideration” could be phrased using such terms as “Strongly Consider”, “Consider”, “Undecided”, “Hesitant to Consider”, “Do Not Consider”.

4. The Provost forwards to the President of the University the names and supporting materials of all candidates recommended by the search committee and includes his/her own recommendations on the candidates. The President negotiates an appointment with a recommended candidate and recommends the appointee to the Board of Regents for confirmation.
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I. Motion to be Considered:

Approve the proposed revision for Teaching Assignment During the Summer Session to establish a policy section in Chapter 3 Section C1 of the Faculty Handbook.

II. Background:

At their March 25, 2010 meeting, the Board of Regents directed President Dobbins, working with the Faculty Senate, to review the Faculty Handbook and recommend changes to ensure that the Faculty Handbook conforms to current Board policies and directives.

On October 29, 2014 the Faculty Senate approved Faculty Senate Bill 14-A-36. The bill and its companion bill (14-A-37) divide the current Teaching During the Summer Session section of the Faculty Handbook text into policy and procedure. The following documents are attached to this motion:

Attachment 1: Policy redline denoting changes from existing language
Attachment 2: Policy in final form to be included in the Faculty Handbook

Changes in the language of the policy include:
- specifying maximum summer compensation at 33% of the academic year contract, consistent with federal grant funding rules
- providing guidelines for the assignment of summer classes to faculty

Attachments 3 and 4 are for information purposes only.

Attachment 3: Procedure redline denoting changes from existing language
Attachment 4: Procedure in projected final form, pending outcome of the 15-day review
FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 14-A-36

Approved by the Faculty Senate
October 29, 2014

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Teaching Assignments During the Summer Session (Chapter 3, Section C1).

REVISING “TEACHING ASSIGNMENTS DURING THE SUMMER SESSION” TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 3, Section C1 of the Faculty Handbook be amended by replacing the existing content on Teaching Assignments During the Summer Session with the following “policy” section (with the companion “procedures” to follow it in the Handbook):

2. Teaching Assignments During the Summer Session

Policy

The maximum faculty summer salary from all sources of income (teaching, research and alternative assignments) is 33% of the academic year contract. Faculty members are neither required to teach in the summer nor are they guaranteed summer employment. Rather, course offerings in the summer are determined by student demand and programmatic needs. Since these determinants vary from discipline to discipline, teaching opportunities in the summer vary from department to department.

Summer employment is generally restricted to full-time tenure-track faculty and regular non-tenure-track faculty. If full-time tenure-track or regular non-tenure-track faculty are unavailable or unable to teach the course in question, then the course may be taught by adjunct faculty.

Department chairpersons are responsible for compliance with this provision regarding courses with prefixes assigned to that department. The Dean of University Studies is responsible for compliance regarding courses with University Studies prefixes.

Department chairpersons should offer one class or section to each faculty member qualified to teach the class before offering another faculty member a second class or section. Teaching assignments for spawned sections (additional sections created to handle excess demand) will be
made at the discretion of the department chair.

In order to deal with these circumstances as equitably as possible, the following procedures are followed in determining summer teaching assignments:

a. Summer Teaching Contracts – Once the summer schedules have been prepared by the departments and approved by the college deans and the Provost, each college dean notifies the faculty members in his/her college of their projected employment status for that summer. Projected teaching assignments are specified, noting enrollment minimums needed in order for classes to be offered. Contracts are authorized for classes achieving minimum enrollment levels through pre-enrollment. If classes do not achieve minimum enrollment levels through pre-enrollment, either they are canceled or tentative contracts are issued, stipulating that the classes will be offered only if minimum enrollment levels are reached through regular enrollment. All decisions regarding finalization of the summer schedule are made by the director of the summer session with the advice of department chairpersons and college deans and the approval of the Provost.

b. Summer Overloads – No regular or visiting faculty member will teach an overload during the summer session unless a qualified member of the regular faculty without a full time assignment is not available to teach the course in question (assuming minimum enrollments have been reached).

c. Visiting Professors – Visiting professors are employed to teach summer courses only when full time, qualified members of the regular faculty, within or outside the department in which the courses are offered, are unavailable.

Faculty summer salaries for a full load assignment equal 16.5 percent of the base salary for the preceding academic year.

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Comment [CM1]: Moved to procedures
BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Teaching Assignments During the Summer Session (Chapter 3, Section C1).

REVISING “TEACHING ASSIGNMENTS DURING THE SUMMER SESSION” TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 3, Section C1 of the Faculty Handbook be amended by replacing the existing content on Teaching Assignments During the Summer Session with the following “policy” section (with the companion “procedures” to follow it in the Handbook):

Teaching and Related Responsibilities

1. Teaching Assignments During the Academic Year

2. Teaching During the Summer Session

Policy

The maximum faculty summer salary from all sources of income (teaching, research and alternative assignments) is 33% of the academic year contract. Faculty members are neither required to teach in the summer nor are they guaranteed summer employment. Rather, course offerings in the summer are determined by student demand and programmatic needs. Since these determinants vary from discipline to discipline, teaching opportunities in the summer vary from department to department.

Summer employment is generally restricted to full-time tenure-track faculty and regular non-tenure-track faculty. If full-time tenure-track or regular non-tenure-track faculty are unavailable or unable to teach the course in question, then the course may be taught by adjunct faculty.

Department chairpersons are responsible for compliance with this provision regarding courses with prefixes assigned to that department. The Dean of University Studies is responsible for compliance regarding courses with University Studies prefixes.

Department chairpersons should offer one class or section to each faculty member qualified to teach the class before offering another faculty member a second class or section. Teaching assignments for spawned sections (additional sections created to handle excess demand) will be
made at the discretion of the department chair.

3. Outside Employment

4. Course Work

5. Class Syllabi

6. Other Instructional Policies

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BRIEF SUMMARY: This bill specifies the procedures portion of the existing Faculty Handbook section on Teaching Assignments During the Summer Session (Chapter 3, Section C1).

REVISING “TEACHING ASSIGNMENTS DURING THE SUMMER SESSION” TO ESTABLISH A PROCEDURES SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policy” section, Chapter 3, Section C1 of the Faculty Handbook be amended by replacing the existing content on Teaching Assignments During the Summer Session with the following “procedures” section (to follow the companion “policy” in the Handbook):

2. Teaching Assignments During the Summer Session

Procedures

There are seven standard summer sessions. Courses should be scheduled according to the regular weekly calendar within one of these sessions. However, under special circumstances, and with the approval of the vice Provost, non-standard schedules may be implemented for the current summer school term.

Credit hours for summer courses (including but not limited to: lectures, labs, workshops, private lessons, and internships) are determined following the Student Credit Hour Definition Policy in Chapter 5.

For all courses (face-to-face, online, blended) it is the responsibility of the college or school to ensure that minimum credit hour requirements are met. When courses are concurrently taught by an instructor (e.g. 400/600 level courses), the work load should be split evenly into each course. This also applies to ITV courses for which the load is divided evenly among the number of sections making up the one course. When a course is team-taught the load should be split equally between those individuals.
a. Summer Teaching Contracts—Once the summer schedules have been prepared by the
departments and approved by the college deans and the Provost, each college dean notifies the
faculty members in his/her college of their projected employment status for that summer.
Projected teaching assignments are specified, noting enrollment minimums needed in order for
classes to be offered. Contracts are authorized for classes achieving minimum enrollment levels
through pre-enrollment. If classes do not achieve minimum enrollment levels through pre-
enrollment, either they are canceled by the department chair or tentative contracts are issued,
stipulating that the classes will be offered only if minimum enrollment levels are reached through
regular enrollment. Enrollment capacity for online courses is 30 for undergraduate courses and
25 for graduate courses. Summer online courses should normally be initially listed with a single
section. If that section fills, the department chair may then open a second one. Additional
sections may be opened as necessary to meet demand. All decisions regarding finalization of the
summer schedule are made by the director of the summer session with the advice of department
chairpersons and college deans and the approval of the Provost.
If special situations regarding faculty teaching load arise, the dean should contact the Provost to
request an exception for that summer.

For each credit hour taught in a summer session, the maximum salary is calculated at 2.75% of
the base salary for the previous year. All courses must meet enrollment criteria as set by the
university. The salary for each course will be prorated based on student enrollment on the last
day to add a summer session class or to withdraw with 100% refund from a summer class.
Under no circumstances will the prorated salary exceed the maximum calculated salary or be less
than 50% of the maximum salary. For undergraduate courses, the salary for each assignment
will be prorated by dividing the maximum salary by twelve (12) and then multiplying by the
number of students enrolled in that course. For graduate courses, the salary will be prorated by
dividing the maximum salary by ten (10) and then multiplying by the number of students
enrolled in that course.

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BRIEF SUMMARY: This bill specifies the procedures portion of the existing Faculty Handbook section on Teaching Assignments During the Summer Session (Chapter 3, Section C1).

REVISING “TEACHING ASSIGNMENTS DURING THE SUMMER SESSION” TO ESTABLISH A PROCEDURES SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policy” section, Chapter 3, Section C1 of the Faculty Handbook be amended by replacing the existing content on Teaching Assignments During the Summer Session with the following “procedures” section (to follow the companion “policy” in the Handbook):

Teaching and Related Responsibilities
1. Teaching Assignments During the Academic Year
2. Teaching During the Summer Session

Procedures
There are seven standard summer sessions. Courses should be scheduled according to the regular weekly calendar within one of these sessions. However, under special circumstances, and with the approval of the vice Provost, non-standard schedules may be implemented for the current summer school term.

Credit hours for summer courses (including but not limited to: lectures, labs, workshops, private lessons, and internships) are determined following the Student Credit Hour Definition Policy in Chapter 5.

For all courses (face-to-face, online, blended) it is the responsibility of the college or school to ensure that minimum credit hour requirements are met. When courses are concurrently taught by an instructor (e.g. 400/600 level courses), the work load should be split evenly into each course. This also applies to ITV courses for which the load is divided evenly among the number of sections...
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For each credit hour taught in a summer session, the maximum salary is calculated at 2.75% of the base salary for the previous year. All courses must meet enrollment criteria as set by the university. The salary for each course will be prorated based on student enrollment on the last day to add a summer session class or to withdraw with 100% refund from a summer class. Under no circumstances will the prorated salary exceed the maximum calculated salary or be less than 50% of the maximum salary. For undergraduate courses, the salary for each assignment will be prorated by dividing the maximum salary by twelve (12) and then multiplying by the number of students enrolled in that course. For graduate courses, the salary will be prorated by dividing the maximum salary by ten (10) and then multiplying by the number of students enrolled in that course.

3. Outside Employment

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6. Other Instructional Policies

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I. Motion to be Considered:

Approve the proposed revision for *Academic Departments* to establish a policy section in Chapter 1 Section F10 of the Faculty Handbook.

II. Background:

At their March 25, 2010 meeting, the Board of Regents directed President Dobbins, working with the Faculty Senate, to review the Faculty Handbook and recommend changes to ensure that the Faculty Handbook conforms to current Board policies and directives.

On January 28, 2015 the Faculty Senate approved Faculty Senate Bill 15-A-1. The bill and its companion bill (15-A-2) divide the current *Academic Departments* section of the Faculty Handbook text into policy and procedure. The following documents are attached to this motion:

Attachment 1: Policy redline denoting changes from existing language
Attachment 2: Policy in final form to be included in the Faculty Handbook

Changes in the language of the policy include:
- separating existing language into policy and procedure
- rewording for clarity

Attachments 3 and 4 are for information purposes only.

Attachment 3: Procedure redline denoting changes from existing language
Attachment 4: Procedure in projected final form, pending outcome of the 15-day review
FACULTY SENATE                 SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 15-A-1

Approved by the Faculty Senate
January 28, 2015

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Academic Departments (Chapter 1, Section F10).

REVISING “ACADEMIC DEPARTMENTS” TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 1, Section F10 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (with the companion “procedure” to follow it in the Handbook):

Academic Departments: Policy Section

As a complex social institution, a University is composed of individuals with divergent perspectives and of sub-structures that represent the multiplicit nature of its mission. The organizational structures at Southeast Missouri State University foster open communication and dialogue and place responsibility on individual members of the academic community to participate in strategic planning and policy development through shared governance, charting directions and formulating academic policies. Through a process of shared governance, the professional expertise of faculty members and administrators is integrated to encourage mutual contributions from the various segments of the University. When recommendations and decisions from the many perspectives are appropriately combined, they form a shared, participatory mode of academic decision-making. It is through this framework that the University addresses its overall mission and presents the teaching/learning environment essential for faculty members to fulfill their teaching, scholarly, and service responsibilities.

The Role of the Department

Within this context, The department serves as the fundamental grouping of faculty whose common professional interests and expertise provide continuity for the instructional programs. Members of the department are responsible for determining appropriate internal organizational structures and operational procedures consistent with general University procedures.
and policies. The basic responsibility for maintaining the programs and operations of the
department rests with its faculty as a whole. Faculty members are directly involved in the
processes whereby recommendations and decisions are made regarding their disciplines and the
professional status of their colleagues. In fulfilling their educational goals and responsibilities as
an integral component of the University, departments assume broad leadership roles as related to
instructional programs, departmental operations, and recommended personnel actions.

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*Comment [CM1]: Moved to procedures*
FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 15-A-1

Approved by the Faculty Senate
January 28, 2015

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Academic Departments (Chapter 1, Section F10).

REVISING “ACADEMIC DEPARTMENTS” TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 1, Section F10 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (with the companion “procedure” to follow it in the Handbook):

1

Academic Departments: Policy Section

2
The organizational structures at Southeast Missouri State University foster open communication and place responsibility on individual members of the academic community to participate in strategic planning and policy development through shared governance. It is through this framework that the University addresses its overall mission and presents the teaching/learning environment essential for faculty members to fulfill their teaching, scholarly, and service responsibilities.

7

The Role of the Department

8
The department serves as the fundamental grouping of faculty whose common professional interests and expertise provide continuity for the instructional programs. Members of the department are responsible for determining appropriate internal organizational structures and operational procedures consistent with general University procedures and policies. The basic responsibility for maintaining the programs and operations of the department rests with its faculty as a whole. Faculty members are directly involved in the processes whereby recommendations and decisions are made regarding their disciplines and the professional status of their colleagues.
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Posted to Faculty Handbook
BRIEF SUMMARY: This bill specifies the procedure portion of the existing Faculty Handbook section on Academic Departments (Chapter 1, Section F10).

REVISING “ACADEMIC DEPARTMENTS” TO ESTABLISH A PROCEDURE SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policy” section, Chapter 1, Section F10 of the Faculty Handbook be amended by replacing the existing content with the following “procedure” section (with the companion “policy” to proceed it in the Handbook):

Academic Departments: Procedure Section

In fulfilling their educational goals and responsibilities as an integral component of the University, departments assume broad leadership roles as related to instructional programs, departmental operations, and recommended personnel actions.

Departmental Instructional Program Responsibilities

The educational and instructional programs of the University serve as the focal point for departmental activities. The major functions of the department in terms of the instructional programs include its responsibility to:

1. Develop Create and maintain current instructional programs, certificates, curricula, and course syllabi at both the undergraduate and graduate levels;
2. Encourage appropriate curriculum modifications, changes in instructional programs, and innovations in programs sponsored by the department;
3. Approve internal modifications and solicit input from other departments that may be affected by program changes and offerings.
4. Establish and utilize procedures for reviewing and evaluating existing and new programs, curricula, and courses;
5. Maintain strong rigorous departmental academic, instructional, and grading standards;
6. Select library resources and other materials related to its curricula and establish procedures for effective and appropriate use of instructional media and other learning activities; and
7. Foster the development of undergraduate and graduate programs within University guidelines. Actively recruit and retain a qualified and diverse student body.

Department Operational Responsibilities

While although the department chairperson assumes specific administrative responsibilities, the department faculty has a maintains broad operational roles. The more critical functions of the department include its responsibility to:

1. Establish and maintain operational procedures consistent with University-wide academic policies;
2. Develop guidelines for the planning, organizing, coordinating, and administering of department programs, budgets, and activities within college and University guidelines and parameters;
3. Determine short-term and long-range needs, place resource requests in priority order, and prioritize and utilize resources effectively;
4. Provide input into the preparation and administration of the department budget and other activities of the department; and
5. Function as an integral component of the academic community in providing input, responding to proposals, and suggesting ways to enhance the overall operation of the institution.

Department Personnel Responsibilities

The department serves as the initial unit for the review, assessment, and evaluation of colleagues in the department. It is also involved in, and the recommendation of appointments, and other appropriate faculty personnel actions. The essential department functions include its responsibility to:
1. Establish and maintain processes and procedures within according to University guidelines to search for candidates and review, assess, and evaluate departmental colleagues;

2. Encourage and facilitate study, research, and other professional activities of members of the department;

3. Evaluate faculty members in terms of employment, continuation, promotion, tenure, and termination;

4. Determine the need for additional faculty and, when approved, participate in the recruitment and selection of new faculty members;

5. Provide recommendations input regarding the employment of department chairpersons and participate in the review of department chairpersons;

6. Evaluate the departmental sabbatical leave proposals and make recommendations to the chairperson.

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FACULTY SENATE  SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 15-A-2

Approved by the Faculty Senate
January 28, 2015

BRIEF SUMMARY: This bill specifies the procedure portion of the existing Faculty Handbook section on Academic Departments (Chapter 1, Section F10).

REVISING “ACADEMIC DEPARTMENTS” TO ESTABLISH A PROCEDURE SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policy” section, Chapter 1, Section F10 of the Faculty Handbook be amended by replacing the existing content with the following “procedure” section (with the companion “policy” to proceed it in the Handbook):

**Academic Departments: Procedure Section**

In fulfilling their educational goals and responsibilities as an integral component of the University, departments assume broad leadership roles as related to instructional programs, departmental operations, and recommended personnel actions.

**Departmental Instructional Program Responsibilities**

The educational and instructional programs of the University serve as the focal point for departmental activities. The major functions of the department in terms of the instructional programs include its responsibility to:

1. Create and maintain instructional programs, certificates, curricula, and course syllabi at both the undergraduate and graduate levels;
2. Encourage appropriate curriculum changes in instructional programs;
3. Approve internal modifications and solicit input from other departments that may be affected by program changes and offerings;
4. Establish and utilize procedures for evaluating existing and new programs, curricula, and courses;
5. Maintain rigorous departmental academic, instructional, and grading standards;
6. Select library resources and other materials related to its curricula and establish
   procedures for effective and appropriate use of instructional media and other learning
   activities;
7. Actively recruit and retain a qualified and diverse student body.

Department Operational Responsibilities

Although the department chairperson assumes specific administrative responsibilities, the
department faculty has a responsibility to:

1. Establish and maintain operational procedures consistent with University-wide policies;
2. Develop guidelines for the planning, organizing, coordinating, and administering of
department programs, budgets, and activities within college and University guidelines
   and parameters;
3. Determine short-term and long-range needs, and prioritize and utilize resources
   effectively;
4. Provide input into the preparation and administration of the department budget and other
   activities of the department;
5. Function as an integral component of the academic community in providing input,
   responding to proposals, and suggesting ways to enhance the overall operation of the
   institution.

Department Personnel Responsibilities

The department serves as the initial unit for the review, assessment, and evaluation of colleagues
in the department. It is also involved in the recommendation of appointments, and other
appropriate faculty personnel actions. The essential department functions include its
responsibility to:

1. Establish and maintain processes and procedures according to University guidelines to
   search for candidates and review, assess, and evaluate departmental colleagues;
2. Encourage and facilitate study, research, and other professional activities of members of
   the department;
3. Evaluate faculty members in terms of employment, continuation, promotion, tenure, and
   termination;
46 4. Determine the need for additional faculty and, when approved, participate in the
47 recruitment and selection of new faculty members;
48 5. Provide input regarding the employment of department chairpersons and participate in
49 the review of department chairpersons;
50 6. Evaluate the sabbatical leave proposals and make recommendations to the chairperson.

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<tr>
<td>Introduced to Senate</td>
<td>12-10-2014</td>
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<td>Second Senate Meeting</td>
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<td>President's Review</td>
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I. Motion to be Considered:

Approve the attached Resolutions of Honor and Emeritus status for those listed in bold type for the following faculty and staff members who are retiring or have retired from Southeast Missouri State University:

Faculty:
- Lawrence Clark, Professor, Psychology (1977-2015)
- Jai Dahiya, Professor, Physics and Engineering Physics (1984-2014)
- Jane Edwards, Instructor, Communication Disorders (1985-2014)
- Priscilla Homby, Instructor, Social Work (2004-2014)
- Peter Kerr, Professor, Economics (1980-2014)
- Jeffrey Noonan, Professor, Music (1999-2015)
- Stephen Overmann, Associate Professor, Biology (1984-2015)
- Ruth Ann Roberts, Interim Chairperson and Professor, Educational Leadership and Counseling (1999-2014)
- Donna Speck, Instructor, Chemistry (2005-2015)
- Marc Strauss, Professor, Theatre and Dance (1995-2014)
- Dora Weaver, Assistant Professor, Psychology (1985-2014)
- Madonna Weiss, Instructor, Nursing (2008-2014)

Staff:
- Stephen Allen, Public Safety Officer, Public Safety (1977-2014)
- Tommy Anderson, Mentor, Regional Professional Development Center (2004-2014)

Recommended By:

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<td>Faculty Senate</td>
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<td>VP, Finance &amp; Admin.</td>
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<td>VP, University Advancement</td>
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Board Action on:

Motion By: ____________________________  Postpone: ____________________________
Second By: ____________________________  Amend: ____________________________
Vote: Yeas: ______ Nays: ______
Approve: ____________________________  Disapprove: ____________________________
Secretary: ____________________________
• James Brown, HVAC-R Mechanic Lead, Facilities Management (1986-2014)
• Susan Burton, Executive Assistant, University Advancement (1978-2014)
• Patricia Eck, Human Resources Technician, Human Resources (1977-2014)
• Lee Exler, General Mechanic Journeyman, Facilities Management (1974-2014)
• Rebecca Fulgham, Director, Southeast Music Academy (2001-2002;2006-2014)
• Richard Geringer, Carpenter Journeyman, Facilities Management (1984-2014)
• Oliver Groseclose, Boiler Plant Technician II, Facilities Management (1961-2014)
• Nancy Hess, Senior Administrative Assistant, Information Technology (1988-2015)
• Michael Hurst, Public Safety Dispatcher, Public Safety (1997-2014)
• David Illers, Electrician Journeyman, Facilities Management (1986-2014)
• Sheila Isaacs, Library Technical Assistant I, Kent Library (1995-2014)
• Jeremiah Jamieson, Utilities Engineer, Facilities Management (1999-2015)
• **Carson Kelley, Jr, Chief of Police and Associate Director, Public Safety (1988-2014)**
• Dorothy Koenig, Administrative Assistant, Human Environmental Studies (1988-2014)
• Lana Richmond, Head Softball Coach, Athletics (1982-2014)
• Allan Sample, Support Services Staff, Facilities Management (1994-2014)
• Phyllis Sanders, Senior Administrative Assistant, Kent Library (1995-2014)
• Janet Smith, Project Coordinator, College of Science, Technology, and Agriculture (1997-2008;2009-2014)
• Donna Spencer, Senior Administrative Assistant, Human Resources (2000-2015)
• **Archie Sprengel, Assistant Vice President, Information Technology (1979-2015)**
• Donna Tucker, Assistant Director of Transfer Recruitment, Admissions (2000-2014)
• Cornelia Williams, Custodial Technician, Facilities Management (2000-2015)

II. **Background:**

The Board of Regents traditionally honors individual faculty and staff members at the University’s annual Employee Recognition Program with the presentation of Resolutions of Honor.
RESOLUTION FOR

Dr. Lawrence V. Clark

WHEREAS, Dr. Lawrence V. Clark has retired after having served the Department of Psychology and Southeast Missouri State University for thirty-eight years; and

WHEREAS, he has become known as an excellent instructor, sharing his expertise in child development and in human sexuality, who consistently received high student evaluations for his teaching, and whose passion for teaching was greatly appreciated; and

WHEREAS, he provided leadership and fostered development of the Honors Program for several years, and contributed to scholarship for honors programming and their students; and

WHEREAS, he has developed programming for young adults on the autism spectrum and has worked with colleagues connected with the University Autism Center; and

WHEREAS, he has devoted countless hours to serve the University community through membership on many department, college and University committees; and

WHEREAS, he has been a valued colleague and friend and will be greatly missed by all who have worked with him;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Lawrence Clark for his outstanding service to Southeast Missouri State University by conferring upon him the status of Professor Emeritus of Psychology on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Jai N. Dahiya

WHEREAS, Dr. Jai N. Dahiya is retiring after having served the Department of Physics and Engineering Physics and Southeast Missouri State University for over thirty years as a Professor of Physics; and

WHEREAS, he served as the Associate Dean of the College of Science and Mathematics for fifteen years; and

WHEREAS, he was an excellent sounding board for the Dean; and

WHEREAS, he was an outstanding Professor of Physics, always striving for teaching excellence in the classroom; and

WHEREAS, he always received such good student evaluations that his colleagues accused him of completing them himself; and

WHEREAS, he mentored countless students over the years in undergraduate research; and

WHEREAS, he co-authored many conference presentations and peer-reviewed publications with those same students; and

WHEREAS, he won numerous awards for his teaching and research including the Governor’s Award for Excellence in Teaching, the Southeast Faculty Merit Award, the College PRIDE Award three times, and the College Research Award three times; and

WHEREAS, he was awarded grant funding from the Grants and Research Funding Committee and from external sources on numerous occasions; and

WHEREAS, he was involved in recruiting numerous international students to Southeast; and

WHEREAS, he served for many years as the advisor for Sigma Pi Sigma, the national physics honor society; and

WHEREAS, he made innumerable other contributions to the Department and the University over the years; and

WHEREAS, he was by far the best-dressed faculty member in the Department; and

WHEREAS, he will be greatly missed as a cherished colleague and friend;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Jai Dahiya for his outstanding service to Southeast Missouri State University by conferring upon him the status of Professor Emeritus of Physics and Engineering Physics on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Mrs. Jane Edwards

WHEREAS, Jane Edwards is retiring from the Department of Communication Disorders and Southeast Missouri State University after serving twenty-nine years as an Instructor and Clinical Supervisor; and

WHEREAS, she was consistently rated by her students as an outstanding Instructor and Supervisor, always striving for excellence; and

WHEREAS, she was the graduate coordinator for externships in the department, traveling all over the region to supervise field experience; and

WHEREAS, she served as the department’s advisor for transfer students and post-baccalaureate students; and

WHEREAS, she served on numerous departmental committees, as well as volunteering to ensure the success of the program; and

WHEREAS, she earned the highest respect from her colleagues and always kept faculty meetings on a cheerful note; and

WHEREAS, she now serves as a part-time clinical supervisor for the department; and

WHEREAS, let it be known far and wide, she will now spend time with her family, sitting on her front porch watching the sun rise and set to her heart’s content;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Priscilla Hornby

WHEREAS, Priscilla Hornby has retired from the Department of Social Work and Southeast Missouri State University after more than ten years as the Director of Field Education; and

WHEREAS, Priscilla created and maintained many field education sites for social work students; and

WHEREAS, she tirelessly worked to match students with field agencies; and

WHEREAS, Priscilla regularly reminded all her colleagues that “Field is the Heart of Social Work;” and

WHEREAS, she served for many years as the Social Work Club Faculty Advisor; and

WHEREAS, Priscilla served on many departmental curriculum committees and served as the Social Work Department’s representative to the Faculty Senate; and

WHEREAS, she volunteered many hours as the community representative for the Family Support Team meetings at The Missouri Children’s Division; and

WHEREAS, Priscilla routinely supported community agencies and programs with her attendance and donations; and

WHEREAS, she had an open-door policy for students and will be missed by many of them; and

WHEREAS, she spent many hours trying to find her glasses, keys, cell phone and coffee cup; and

WHEREAS, Priscilla was a bright, smiling face even in the gloomiest of situations; and

WHEREAS, Priscilla will now leave the “Halls of Crisp” with time to spend “at the River” in Tennessee enjoying precious moments with her family, friends, and a new furry companion, Azalea;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Peter Kerr

WHEREAS, Dr. Peter Kerr has dedicated thirty-four years of faithful and generous service to Southeast Missouri State University; and

WHEREAS, he was an inspiring teacher and mentor to many students; and

WHEREAS, he served the economics profession by undertaking everyone’s favorite tasks of reviewing manuscripts for journals and serving as a discussant at professional meetings; and

WHEREAS, he was a long time faculty advisor to Alpha Kappa Psi; and

WHEREAS, he served his department, the Harrison College of Business, and the University as a member, and chair of many committees; and

WHEREAS, he held (and no doubt continues to hold) unflagging loyalty to the St. Louis Blues, despite his passion for the color orange; and

WHEREAS, he was (and likely still is) a faithful participant in the St. Louis Discussion Club; and

WHEREAS, he now has the time to devote to his beloved grandchildren; and

WHEREAS, for over three decades, he has been to all who know him a consummate professional, a wise counselor, and a loyal friend;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Peter Kerr for his outstanding service to Southeast Missouri State University by conferring upon him the status of Professor Emeritus of Economics on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Lynn R. Moore

WHEREAS, Lynn R. Moore has distinguished herself as a successful business woman, an innovator/entrepreneur, a university instructor, a retro fashion model, a curriculum coordinator for the fashion merchandising program and a passionate mentor for university students and young professionals in the fashion industry; and

WHEREAS, she spent most of her early career in fashion retail and wholesale, including co-creating and running a very successful business; which provided Lynn a wealth of experience in merchandising, business management and marketing. This practical experience along with her Master’s in Business Administration provides valuable lessons for our students; and

WHEREAS, she began her work at Southeast Missouri State University over seven years ago as a Senior Administrative Assistant with the Dean’s Office in the College of Liberal Arts. It was in this position that Lynn’s people skills, communication and ability to network were known and appreciated; and

WHEREAS, in 2010, Lynn became an Instructor in the Department of Human Environmental Studies bringing with her an extensive background in the fashion industry, business and her ability to network and collaborate; and

WHEREAS, shortly after having joined the Human Environmental Studies Department she assumed the lead as Curriculum Coordinator for the Fashion Merchandising Program. The program has doubled under Lynn’s strong leadership. The entire curriculum was redesigned and updated which includes travel course options to New York, Paris and in the near future El Salvador; and

WHEREAS, she has worked tirelessly, serving on a large number of department and university committees. One of the most notable has been her involvement from the very beginning in the development of the “Incubation Labs” now referred to as “Catapult.” This project spanned almost two and a half years and is now a reality partly because of the leadership of Lynn; and

WHEREAS, she has also served the community in a large array of activities including fund raising events for the Safe House for Women (Fashion Shows) and the utilization of seventy-five donated brides dresses to enhance a student group; and

WHEREAS, Lynn’s valuable contributions and devotion to Southeast Missouri State University will never be forgotten, she is ready for a new chapter in her life; which will include, travels that will allow Lynn once again to hit the road to find new challenges with her family and friends because that is what creative entrepreneurs do;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Jeffrey Noonan

WHEREAS, Dr. Jeffrey Noonan has dedicated sixteen years to Southeast Missouri State University, inspiring his students to think critically, research thoroughly, and perform professionally; and

WHEREAS, he served the Department of Music and Southeast Missouri State University as a Professor of Music for sixteen years; and

WHEREAS, Dr. Noonan presented the discipline of Musicology to students in the Department of Music during his time at Southeast; and

WHEREAS, Dr. Noonan has been a positive influence on many Southeast students, mentoring many of them beyond their university studies, and playing a significant role in their professional development; and

WHEREAS, he served as Kent Library Liaison for the Department of Music and was responsible for many acquisitions; and

WHEREAS, he is a talented and prolific performer on classical guitar and early plucked instruments; and

WHEREAS, he ably coached and accompanied students in recital; and

WHEREAS, he is highly regarded as an early music specialist in performance and scholarship, and has performed throughout the country in many different early music ensembles; and

WHEREAS, he has published a number of respected books, articles, and music editions;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Jeffrey Noonan for his outstanding service to Southeast Missouri State University by conferring upon him the status of Professor Emeritus of Music on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Stephen R. Overmann

WHEREAS, Steve Overmann is retiring after having served the Department of Biology and Southeast Missouri State University since fall 1984; and

WHEREAS, he has provided consistent quality instruction in the areas of toxicology, environmental science, and other areas of biology; and

WHEREAS, he has maintained the highest of expectations for students in his classes; and

WHEREAS, he has supervised many Masters of Natural Science candidates; and

WHEREAS, he was the principal driving force in the development of the Environmental Science Program, and has led it as its director since its inception; and

WHEREAS, he has been the most visible face of the Environmental Science Program, attending virtually every Show-Me Day and First Step since the program’s inception; and

WHEREAS, he was a primary voice in prodding the University to develop a recycling program, and he has long promoted local community recycling programs in southeast Missouri; and

WHEREAS, he has vigorously promoted sustainability as an important fundamental principle that should govern the operation of the University; and

WHEREAS, his interest in the health of the earth was in common with Laurie Wern (Overmann), and together they have raised three young men who, no doubt, have the same love of the earth; and

WHEREAS, he will be greatly missed as a cherished colleague and friend;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Stephen Overmann for his outstanding service to Southeast Missouri State University by conferring upon him the status of Associate Professor Emeritus of Biology on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Ruth Ann Roberts

WHEREAS, Dr. Ruth Ann Roberts is retiring after serving the Department of Educational Leadership and Counseling at Southeast Missouri State University for over fifteen years; and

WHEREAS, she served as an adjunct faculty member and coordinator of the Missouri University Cooperative Ed.D. program for six years, she chaired many doctoral dissertation committees, and students, as well as peers recognize her as a highly effective teacher and educator; and

WHEREAS, she was a trailblazer in the department by being the first to adopt new teaching methods involving technology, including online, blended, and webinar delivery formats; and

WHEREAS, she served as Interim Chair and was a great transitional leader for the Department of Educational Leadership and Counseling as the department searched for a new leader, her work as interim chair came at an important and decisive time; and

WHEREAS, she served local school districts as a resource and consultant for curriculum development and MSIP compliance; and

WHEREAS, she served as a resource for the professional associations of elementary and secondary principals as well as the superintendents association; and

WHEREAS, she has served the college and university in various capacities, to include chairing college search committees, serving on graduate and college councils, as well as working collaboratively with department faculty to develop department reviews for accreditation; and

WHEREAS, she was awarded the Meritorious Wall of Fame status by Sikeston Public Schools for outstanding service to the school district; and was also awarded Meritorious Service to Education by the Missouri State Teachers Association during her time in public school service; and

WHEREAS, she now will be able to spend well deserved amounts of time with friends and family to work on projects of her choosing;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Ruth Ann Roberts for her outstanding service to Southeast Missouri State University by conferring upon her the status of Professor Emerita of Educational Leadership on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Donna Speck

WHEREAS, Donna Speck is retiring after having served the Department of Chemistry and Southeast Missouri State University with distinction for ten years; and

WHEREAS, she has distinguished herself as an Instructor of Chemistry, always striving for teaching excellence in the classroom; and

WHEREAS, she has maintained high academic standards and expectations for the students in the classroom; and

WHEREAS, she has provided the chemistry foundation for many students who have gone on to successful health-related careers all over the region, especially in nursing; and

WHEREAS, she has spent long hours instructing students in the Missouri Bootheel because her classes have been taught at different regional campuses on the same day with times ranging from as early as when the buildings open to as late as when they close; and

WHEREAS, she always carried out the performance of her duties cheerfully and with a smile; and

WHEREAS, her honesty and integrity have always been above reproach; and

WHEREAS, she is an alumnus of Southeast Missouri State University and gave back to her alma mater with years of dedicated and loyal service; and

WHEREAS, she has a deep affection and love for her four-legged friends and has spent countless hours of enjoyment working with and training them to become award-winning hunting dogs, and will be able to spend even more time pursuing this passion in the future; and

WHEREAS, she has been a trusted friend and will be deeply missed by her colleagues and students;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Ann Sprengel

WHEREAS, Dr. Ann Sprengel has dedicated over thirty-three years of faithful and unstinting service to Southeast Missouri State University; and

WHEREAS, during those years, she has been an outstanding teacher of medical-surgical nursing and leadership/management in both the Associate and Bachelor's degree programs; and

WHEREAS, she has a gift for organization and detail, which her colleagues are envious of; and

WHEREAS, she has served on thesis committees and research project committees, either as the chairperson or second member, working with a wide variety of students; and

WHEREAS, she has written numerous articles and book chapters to advance the profession of Nursing; and

WHEREAS, she has served her department, college, and University as a member, and often chair, of various committees and organizations, most notably the Undergraduate Student Affairs Committee and the Undergraduate and Graduate Curriculum Committees, and the Promotion and Tenure Advisory Committee; and

WHEREAS, she served many years as Admissions Coordinator for the Department of Nursing, maintaining complete records of students' admission, progression, and graduation, and meeting with literally hundreds of potential students and their parents with calm and patience; and

WHEREAS, she has served as the Director of Undergraduate Studies, managing the ordering of textbooks and HESI exams, the scheduling of clinical experiences for all undergraduate students, and the oversight of the Baccalaureate Degree in Nursing curriculum, and a thousand other details; and

WHEREAS, in her role as Director, she has provided unwavering support to the Chairperson, helping shoulder the burden of the department, and offering a listening ear to the chair's dissertations of frustration, and acting as a sounding board to new ideas and plans and what if's; and

WHEREAS, she generously opened her home to numerous department functions and celebrations; and

WHEREAS, she has been to all who know her a consummate professional, a willing colleague, a wise counselor, and a loyal friend;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Ann Sprengel for her outstanding service to Southeast Missouri State University by conferring upon her the status of Professor Emerita of Nursing on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudston

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Marc R. Strauss

WHEREAS, Dr. Marc R. Strauss dedicated nineteen years of service to Southeast Missouri State University, the Department of Health, Human Performance, & Recreation and the Department of Theatre & Dance; and

WHEREAS, he was an outstanding Professor of Dance, Dance History, History of the Musical, the Creative Process, and Aesthetics, always striving for teaching excellence in the classroom; and

WHEREAS, he played an integral role in the formation of the new Department of Theatre & Dance; and

WHEREAS, he spearheaded much of the curriculum in the new BFA and BA in Dance degrees; and

WHEREAS, he created many of the classes now taught in the area of dance; and

WHEREAS, he served on countless department, college, and university committees; and

WHEREAS, he created the dance residency program, beginning with the Miami City Ballet; and

WHEREAS, he co-coordinated two American College Dance Festival Association Central Region Conferences; and

WHEREAS, he choreographed and directed numerous dances as part of the department’s annual concerts; and

WHEREAS, he forged strong relationships with the Departments of Art and Music, by embracing these disciplines and the concept of creative collaboration in his own work; and

WHEREAS, he published numerous books and is arguably a true fanatic of the Master of Suspense, Alfred Hitchcock; and

WHEREAS, he published The Dance Criticism of Arlene Croce: Articulating a Vision of Artistry, 1973-1987, Looking at Contemporary Dance: A Guide for the Internet Age, and two editions of The Dance Experience: Insights into History, Culture and Creativity; and

WHEREAS, he was never seen without an iced coffee at work or a cosmopolitan or cigar outside the office; and

WHEREAS, he was a staunch and outspoken liberal and fan of Bill Maher and Jon Stewart, as well as Neil deGrasse Tyson, Bill Nye, and the Cosmos; and

WHEREAS, he loved Cape Cod so much, he moved there;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Marc Strauss for his outstanding service to Southeast Missouri State University by conferring upon him the status of Professor Emeritus of Theatre and Dance on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dora A. Weaver

WHEREAS, Dr. Dora A. Weaver has retired after having served the Department of Psychology and Southeast Missouri State University for over twenty-eight years; and

WHEREAS, Dora received her Ph.D. in Clinical Psychology in 1982 from Southern Illinois University – Carbondale and her Master’s and Bachelor’s degrees in Psychology from Southern Illinois University - Edwardsville; and

WHEREAS, she was known as a popular instructor, advisor, and mentor; and

WHEREAS, Dora has taught numerous Psychology courses and assisted with course development and revisions of Psychological Perspectives on Human Behavior, and Introduction to Clinical Psychology, just to name a few; and

WHEREAS, she has served her department, college, and University as a member, of various committees and organizations; and

WHEREAS, Dora continues to be very involved in her local community serving as a member of the Mayor of Carbondale’s Human Relations Board, and participated in development of the Southern Illinois Music Mentorship Project; and

WHEREAS, she has been a valued colleague and friend and will be missed by those who have worked with her;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Dora Weaver for her outstanding service to Southeast Missouri State University by conferring upon her the status of Assistant Professor Emerita of Psychology on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Madonna Weiss

WHEREAS, Madonna Weiss has provided over six years of faithful and unstinting service to Southeast Missouri State University; and

WHEREAS, during those years, she has been an outstanding teacher of Nursing Assessment, the American Health Care System, and all Family Nurse Practitioner courses; and

WHEREAS, she was always striving for excellence in her teaching, in the classroom and in clinical courses; and

WHEREAS, she was one of the first department faculty members to learn and use the Moodle learning platform; and

WHEREAS, she then became a mentor and resource person for other faculty using Moodle; and

WHEREAS, she has served her department, college, and University as a member, and/or chair, of various committees and organizations; and

WHEREAS, she has delighted her colleagues and brightened their days with her humorous approach to life, teaching, and students; and

WHEREAS, she has been a passionate and devoted advocate for the profession of nursing, especially advanced practice; and

WHEREAS, during her time as a faculty member, she maintained an active collaborative practice as a Family Nurse Practitioner; and

WHEREAS, she generously offered her professional expertise to faculty and staff who came to her with personal health questions; and

WHEREAS, she has been to all who know her a consummate professional, a willing colleague, a wise counselor, and a loyal friend;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Stephen Leon Allen

WHEREAS, Stephen Leon Allen has aided the Department of Public Safety by strengthening and supporting the mission of Southeast Missouri State University; and

WHEREAS, he has facilitated and enhanced the personal, social and cultural needs of the University community by the unselfish protection of human life; and

WHEREAS, he has contributed to the safe and favorable learning environment for students, faculty, staff and visitors through the dedicated protection of property; and

WHEREAS, he has achieved the Department’s goals by displaying a strong commitment to the diverse community he serves; and

WHEREAS, he has faithfully served the community in performing the duties of Police Officer with the Cape Girardeau Police Department from 1972 to 1977; and

WHEREAS, achieved the rank of Corporal with the Cape Girardeau Police Department; and

WHEREAS, he was awarded the Outstanding Young Law Enforcement Officer by the Cape Girardeau Jaycees in 1976; and

WHEREAS, he continued to faithfully serve in performing the duties of Police Officer with the Department of Public Safety from October 1977 through June 2014; and

WHEREAS, he served as Field Training Officer with the Department of Public Safety beginning in 1986 and as a Traffic Enforcement Officer from August 1990 through 2007; and

WHEREAS, he supervised Building Openings and Vending Services duties; and

WHEREAS, he leaves behind a large group of colleagues who hold him in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Tommy G. Anderson

WHEREAS, Tom Anderson has dedicated over half of his life to the students in southeast Missouri as a teacher, principal, and superintendent of schools; and

WHEREAS, he is an alumnus of Southeast Missouri State University; and

WHEREAS, he was a Close the Gap Consultant at the Southeast Regional Professional Development Center (RPDC) where he taught numerous educators about the research based Marzano strategies; and

WHEREAS, he was instrumental in implementing the Turnaround Program in the southeast region during his tenure at the Southeast RPDC; and

WHEREAS, he was a Tier 1 Schoolwide Positive Behavior Support Consultant in his last years at the Southeast RPDC, where his experiential expertise supported the proactive, preventative approach to discipline called PBIS; and

WHEREAS, he was the visionary of furniture placement in the offices at the RPDC; and

WHEREAS, he knew the quickest way to get to all schools in the Southeast region (even if it meant taking the back roads) without a map or Mapquest; and

WHEREAS, he was always the “Man of Reason”, often giving sound advice on educational topics and non-educational topics, such as relationships and parenting; and

WHEREAS, he could always provide useless bits of information about remote southeast Missouri towns that most of us had never heard of; and

WHEREAS, he will be missed by all who loved and respected him at the Southeast RPDC;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Johnie Aufdenberg

WHEREAS, Johnie Aufdenberg has dedicated over eighteen years of service to Southeast Missouri State University; and

WHEREAS, he has been a faithful, reliable, and a dedicated employee of the University; and

WHEREAS, he was an essential member of the team that initially wired the entire campus for the local area network (LAN); and

WHEREAS, he helped install wiring and equipment in a majority of the 250+ technology equipped classrooms; and

WHEREAS, he helped install wiring for LAN, phone, CATV, and security cameras during the construction of Merrick Hall, LaFerla Hall, and the Dobbins River Campus Center; and

WHEREAS, he was a member of the team that installed all communication wiring for the renovation of Academic Hall, Magill Hall, River Campus Seminary & the Donald C. Bedell Performance Hall; and

WHEREAS, he has been a loyal team member and a devoted family member of the Telecommunications department; and

WHEREAS, he has not only been a co-worker but a friend to those he worked closely with through the years; and

WHEREAS, he will be greatly missed;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Joyce Boyer

WHEREAS, Joyce Boyer has worked at Southeast Missouri State University for over fourteen years in service to not-for-profit agencies affiliated with the University in grant funded programs. She started with the youth in grade school programs and finished with the senior population; and

WHEREAS, she helped develop the APPLE Project and was instrumental in keeping it going throughout changes in recent years in leadership; and

WHEREAS, she developed close relationships with her clients, creating a trust and friendship essential to the job required in keeping seniors living independently for as long as possible; and

WHEREAS, she developed a vast network of resources she left with APPLE to continue the great work she did for ten years as a Consumer Educator for APPLE; and

WHEREAS, she demonstrated a commitment to the senior population and demonstrated every day the importance of patience, loyalty, and integrity; and

WHEREAS, she will be missed by her family of clients and coworkers;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

James (Jim) Brown

WHEREAS, Jim Brown, has dedicated over twenty-seven years of service as an employee of the Facilities Management Department and faithfully served Southeast Missouri State University as the HVAC lead; and

WHEREAS, he used his extensive skills and knowledge to maintain and improve the operation of the University's heating and cooling needs; and

WHEREAS, he was always willing to share all of his knowledge of the HVAC and building automation systems employed on the main campus; and

WHEREAS, he was always there when needed for any emergency that arose on campus; and

WHEREAS, he served with a high level of integrity and exemplified true dedication to the Facilities Management department, working many long hour days and weekends to support the needs of any situation at hand; and

WHEREAS, he leaves behind a large group of colleagues who hold him in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Susan Burton

WHEREAS, Susan Burton has dedicated over thirty-seven years of service to Southeast Missouri State University beginning her employment in 1978 as a Secretary in the Department of Business Education and Office Administration before accepting the position of Executive Secretary in 1982; and

WHEREAS, she was one of the first University staff members working with the Southeast Missouri University Foundation at its inception in 1983, currently serving as Secretary of the Board of Directors; and

WHEREAS, she has developed many of the operation policies and procedures of the Foundation and its Board of Directors and played an integral part in the interface of Foundation and University records; and

WHEREAS, she has planned and executed all major events of the Foundation including the President’s Council, Copper Dome and Scholarship Receptions for over thirty-five years; and

WHEREAS, she has been part of the Foundation’s capital and comprehensive campaigns raising over $100,000,000; and

WHEREAS, she has served on the University Scholarship Committee awarding millions of dollars in scholarships to students throughout the years; and

WHEREAS, she has served under seven presidents at the University and has worked with nine executive directors of the Foundation; and

WHEREAS, she has successfully trained many Advancement staff and student workers who respected and admired her; and

WHEREAS, she has made lasting friendships with hundreds of Board members and donors to the Foundation; and

WHEREAS, she leaves behind co-workers, who she considers family, the Southeast community, and many colleagues who hold her in the highest regard for her dedication to the Foundation and its many donors and friends;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Patricia "Patty" Eck

WHEREAS, Patricia "Patty" Eck dedicated over thirty-seven years of outstanding service to Southeast Missouri State University; and

WHEREAS, she began her career in 1977 at Southeast in the Office of Educational Grants, followed by providing administrative support to the Southeast Missouri Regional Crime Laboratory, the College of Science and Technology Dean’s Office, the Office of the Provost, and Human Resources; and

WHEREAS, she provided excellent administrative support to the Dean and faculty of the College of Science and Technology and also assisted the college with the coordination of its yearly Science Symposium; and

WHEREAS, she provided outstanding support to the Office of the Provost in various roles such as Senior Administrative Assistant to the Assistant Provost, Executive Assistant to the Provost and Academic Affairs Support Specialist to the Provost; and

WHEREAS, she provided comprehensive administrative support to the Office of the Provost in processing over nine hundred faculty appointment memorandums and four hundred fifty additional payments annually, maintaining highly organized faculty tenure and promotion materials, processing faculty salary notifications, assembling monthly faculty personnel actions to the Board of Regents, and processing over one hundred twenty graduate assistant appointment memorandums annually, all while coordinating faculty recruitment processes; and

WHEREAS, she worked closely with Information Technology and Human Resources to develop a database used by academic department administrative assistants for generating electronic part-time and overload faculty contracts, which later changed to the use of Banner Employee Self Service for which she played such an instrumental role in both system set-up and the training of colleagues on the program’s use; and

WHEREAS, she has held the Certified Administrative Professional (CAP) certification since November 1, 1997, and has been an active member of the International Association of Administrative Professionals (IAAP) and the Girardot Chapter for the past 19 ½ years, during which time she served as Chapter President for both the 2005/2006 and 2006/2007 years, received the Missouri Division IAAP President’s Recognition Award in 2008, and has been an IAAP Member of Excellence since 2008; and

WHEREAS, she has been affectionately considered by her Human Resources colleagues as the holder and keeper of all necessities in her desk drawers, including but not limited to, stamps, tools, nails, Band-Aids, highlighters in any color, batteries, assorted tools that would fix watch batteries, and any type of snacks imaginable; and

WHEREAS, she leaves behind colleagues and friends at Southeast who hold her in the highest regard for her many years of faithful service, dedication, commitment, and compassion to Southeast faculty, staff and students;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Lee Exler

WHEREAS, Lee Exler, has dedicated forty years of service as an employee of the Facilities Management Department and has faithfully served Southeast Missouri State University as a General Mechanic Journeyman; and

WHEREAS, he kept our campus heating and cooling piping chemically treated or “doped up” as he liked to call it; and

WHEREAS, he assisted with the maintenance of the many heating and cooling systems by keeping the filters changed throughout the main campus; and

WHEREAS, he helped instruct and mentor the student summer hires in our maintenance functions; and

WHEREAS, he was always ready to lend a hand with any task that was asked of him and exemplified true dedication to the Facilities Management Department; and

WHEREAS, he was a volunteer with the Facility Management Community Service team that put on numerous charity luncheons and events; and

WHEREAS, he leaves behind a large group of colleagues who will miss his hard work and dedication, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Rebecca Fulgham

WHEREAS, Rebecca (Becky) Fulgham served as Director of the Southeast Music Academy from 1991 – 2002, and 2006 – 2014; and

WHEREAS, she implemented the Standing Ovation concert as a successful, annual fund raising event for the Southeast Music Academy, the proceeds of which generate 6 – 14 annual scholarships; and

WHEREAS, she implemented the composition concert for Academy Students, giving young composers an opportunity to write original music and have it performed publically; and

WHEREAS, she implemented the Academy’s Outreach Recitals, taking students out to perform at local hospitals, retirement centers, nursing homes, and the Veterans Home; and

WHEREAS, she was, and continues to be, a devoted teacher of children, sharing her love of music with them, helping them to experience this art as an extension of themselves; and

WHEREAS, she has contributed much to the study of music in Cape Girardeau and the surrounding region; and

WHEREAS, she leaves behind a large group of colleagues who hold her in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Richard “Rick” Geringer

WHEREAS, Rick Geringer has dedicated almost thirty years of service as an employee of the Facilities Management Department and has faithfully served Southeast Missouri State University as a Laborer, General Mechanic and Carpenter; and

WHEREAS, throughout these years, he provided excellent support to the students, faculty, and staff of Southeast Missouri State University, demonstrating a positive image every day with his up-beat and positive personality; and

WHEREAS, he used his extensive knowledge and experience in construction to remodel many areas around campus while working on the Academic Remodeling Team (ART team); and

WHEREAS, he taught his co-workers valuable lessons about draining the vermiculite from the walls of Kent library and instructed them (with the assistance of a professor on the next floor) on how not to drill holes through the floors of Grauel building; and

WHEREAS, he operated heavy equipment to support numerous University projects and drove a semi-truck to help deliver coal to the coal-fired power plant; and

WHEREAS, he assisted in the construction of the very first water fountain on campus, the Stroup Fountain in front of Kent Library; and

WHEREAS, he leaves behind a large group of colleagues who hold him in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Oliver (Ollie) Groseclose

WHEREAS, Ollie Groseclose, has dedicated over fifty-three years of service as an employee of the Facilities Management Department and faithfully served Southeast Missouri State University at the Power Plant, now referred to as the Boiler Plant; and

WHEREAS, over his fifty-three years of service, has probably seen it all; and

WHEREAS, Ollie holds a Stationary Engineer’s License; and

WHEREAS, he has watched, and was involved with, the many rebirths of the plant, from a strictly coal fired steam system, to a coal fired, co-generating electric power steam plant to it becoming the state of the art, natural gas fired steam boiler plant it is today; and

WHEREAS, he was always there when needed and worked many varying shifts due to the nature of the day-to-day operation of the Plant that provides the steam for heat and domestic hot water means to our campus; and

WHEREAS, he has spent tens of thousands of hours in the tunnel systems on campus and on the old coal delivery systems in the Plant; and

WHEREAS, he was known to donate equipment to the Plant’s operations in times of need and emergencies; and

WHEREAS, Ollie is a stakeholder in the St. Louis Iron Mountain & Southern Railway; and

WHEREAS, he was always quick to share a story or two of the many years of experiences that took place at the Plant as well as his love for trains; and

WHEREAS, he leaves behind a large group of colleagues who will miss his story telling and hold him in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knuftson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Nancy Hess

WHEREAS, Nancy Hess is retiring after dedicating over twenty-seven years of service to Southeast Missouri State University; and

WHEREAS, she has served as a valued member of both the Show Me Center and Information Technology departments; and

WHEREAS, her time at the Show Me Center included its opening day; and

WHEREAS, she demonstrated exceptional diligence in the performance of her duties, patience with our clients, and concern for our employees; and

WHEREAS, her outgoing and engaging nature put everyone at ease and made our visitors feel welcome; and

WHEREAS, she trained and guided numerous student workers in the performance of their duties; and

WHEREAS, she handled thousands of phone calls either assisting individuals directly or working to find just the right person to do so; and

WHEREAS, she assisted countless numbers of anxious individuals who had forgotten their passwords; and

WHEREAS, regardless of the work, she brought a pleasant, can-do attitude to the task at hand; and

WHEREAS, she will be missed by all who were privileged to work with her;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Michael H. Hurst

WHEREAS, Michael H. Hurst has aided the Department of Public Safety by strengthening and supporting the mission of Southeast Missouri State University; and

WHEREAS, he served as one of a group of over one and a half million dedicated people engaged in the operation of emergency response systems throughout the United States; and

WHEREAS, he has aided and enhanced the personal, social and cultural needs of the University by providing dedicated and quality 9-1-1 communications services in the protection of human life; and

WHEREAS, he has contributed to the safe and favorable learning environment for students, faculty, staff and visitors by providing accurate information and prompt service to the public in countless ways with little recognition; and

WHEREAS, he has unselfishly and with intense dedication vowed to aid the police officer, whose life and welfare he safeguards; and

WHEREAS, he has achieved the Department’s goals by displaying a strong commitment to the diverse community he serves; and

WHEREAS, he has faithfully performed the duties of Deputy with the Cape Girardeau County Sheriff’s Office, achieving the rank of Lieutenant, from 1977 until 1997; and

WHEREAS, he has faithfully served as Coroner of Cape Girardeau County from 1998 until 2002; and

WHEREAS, he has faithfully performed the duties of Communications Officer with the Department of Public Safety from January 1997 until August 2014; and

WHEREAS, he leaves behind a large group of colleagues who hold him in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Lloyd (Brad) Hutson

WHEREAS, Brad Hutson has dedicated over thirty-three years as an employee of the Facilities Management Department and has faithfully served Southeast Missouri State University as a Fleet Mechanic; and

WHEREAS, he utilized his extensive knowledge and skills to operate and maintain a variety of equipment used to maintain the campus vehicles and grounds equipment; and

WHEREAS, he spent countless hours working both day and night as well as on weekends responding to winter weather “emergencies”, assisting the grounds crew with removal of snow and ice as well as fixing equipment that would break down; and

WHEREAS, his dedication to his work has contributed greatly to the high quality of workmanship exemplified by the members of the Grounds, Fleet and Maintenance crews; and

WHEREAS, he was dedicated to quality and worked closely with management and staff to ensure the campus emergency generators were properly maintained; and

WHEREAS, he leaves behind a large group of colleagues who hold him in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

David (Dave) Illers

WHEREAS, Dave Illers has dedicated over twenty-seven years of service as an employee of the Facilities Management Department and faithfully served Southeast Missouri State University as a Journeyman Electrician; and

WHEREAS, he used his extensive skills and knowledge of high and low voltage electricity to improve the campus electrical systems; and

WHEREAS, he was a member of the Academic Remodeling Team (ART team) and performed all of the electrical installation needs of the in-house construction projects; and

WHEREAS, he was always there when needed for any electrical emergency that arose on campus; and

WHEREAS, he leaves behind a large group of colleagues and friends who hold him in the highest regard, both professionally and personally and miss his knowledge;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Sheila F. Isaacs

WHEREAS, Sheila Isaacs has dedicated over nineteen years of service to Southeast Missouri State University, and is retiring as a Library Technical Assistant I in Kent Library; and

WHEREAS, she was the first person to arrive each morning in the Acquisitions and Collection Management area in Kent Library; and

WHEREAS, she demonstrated a commitment to excellence and continuous improvement through her willingness to learn and improve, and if she found a problem with an order, she worked diligently until a solution was reached; and

WHEREAS, while employed at Southeast, she achieved the Certified Administrative Professional (CAP) rating which certifies that the recipient is proficient in a wide variety of office administration skills; and

WHEREAS, she always exhibited a professional manner on the telephone and in numerous letters and emails with the many vendors from which Kent Library purchased its materials, and she worked collaboratively with all levels of employees within Kent Library and across the campus; and

WHEREAS, she was a valued and contributing member of the Clerical, Technical, Service Staff Council, having served three consecutive full terms from 2005 to 2011; and

WHEREAS, her office décor always reflected the current holiday season, as well as many other special calendar observances throughout the year; and

WHEREAS, she often used her break times to engage in exercise along with her co-workers by walking around the campus and participating in the Noon Walk program; and

WHEREAS, she was a loyal team member and role-model for her co-workers; and

WHEREAS, she will be remembered for her delightful sense of humor, positive demeanor, professionalism, and her deep devotion to her family; telling stories about her husband, their children, grandchildren and their beloved family pet, Barkley; and

WHEREAS, she demonstrated excellent communication skills, a high degree of self-motivation and a strong work ethic, thus earning the respect and admiration of her colleagues throughout the Library;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Jeremiah (JJ) Jamieson

WHEREAS, Jeremiah (JJ) Jamieson, has dedicated over fifteen years of service as an employee of the Facilities Management Department and has faithfully served Southeast Missouri State University as a Utilities Engineer; and

WHEREAS, he has spent numerous hours working with Project Managers on renovations and new construction regarding campus electrical requirements; and

WHEREAS, he has worked countless hours with the Department of Natural Resources in an effort to keep the Power Plant on-line; and

WHEREAS, he was part of the team that transitioned the Boiler plant from the use of coal to natural gas as the heating fuel source on campus; and

WHEREAS, he has worked closely with electrical contractors on the systems being installed across campus; and

WHEREAS, he has spent many hours maintaining our campus emergency power systems; and

WHEREAS, he was always available to be on campus for any power outage situation; and

WHEREAS, he leaves behind a large group of colleagues who hold him in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Carson L. Kelley, Jr.

WHEREAS, Carson L. Kelley, Jr. has aided the Department of Public Safety by strengthening and supporting the mission of Southeast Missouri State University; and

WHEREAS, he has facilitated and enhanced the personal, social and cultural needs of the University community by the unselfish protection of human life; and

WHEREAS, he has contributed to the safe and favorable learning environment for students, faculty, staff and visitors through the dedicated protection of property; and

WHEREAS, he has achieved the Department’s goals by displaying a strong commitment to the diverse community he serves; and

WHEREAS, he has faithfully served the community in performing the duties of Deputy with the Cape Girardeau Sheriff’s Office from 1977 to 1978; and

WHEREAS, he has faithfully served the community in performing the duties of Police Officer as a Reserve Police Officer with the Cape Girardeau Police Department from 1982 to 1984; and

WHEREAS, he has faithfully served the community in performing the duties of Police Officer in the Patrol Division of the Cape Girardeau Police Department from 1984 to 1986; and

WHEREAS, he continued to serve the community in performing the duties of Police Officer in the Detective Division of the Cape Girardeau Police Department from 1986 through 1988; and

WHEREAS, he continued to faithfully serve in performing the duties of Police Officer as Chief of Police and Associate Director of the Department of Public Safety from January 1988 through November 2014; and

WHEREAS, he faithfully served with unselfish dedication as a member of the Cape Girardeau and Bollinger County Major Case Squad from 1988 until 2013; and

WHEREAS, he was appointed as Commander of the Cape Girardeau and Bollinger County Major Case Squad, September 1994; and

WHEREAS, he was awarded Peace Officer of the Year by the Cape Girardeau Evening Optimists in 2013; and

WHEREAS, he leaves behind a large group of colleagues who hold him in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Carson L. Kelley, Jr. for his outstanding service to Southeast Missouri State University by conferring upon him the status of Chief of Police and Associate Director Emeritus of Public Safety on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudison

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dorothy Koenig

WHEREAS, Dorothy Koenig has filled several different positions at Southeast Missouri State University over the past twenty-six years. She has been more than willing to go where the University needed her including Human Resources, Associate Provost office, Administrative and Enrollment Management Office, University Advancement and the Department of Human Environmental Studies; and

WHEREAS, she was responsible for payroll processing, Training and Development seminars and workshops as part of her many duties of Human Resources; and

WHEREAS, when asked to transfer to the Associate Provost Office to fill an interim clerical need, she agreed and graciously took on the duties that were needed accomplished; and

WHEREAS, in a timely and accurate fashion she carried out the many challenges in the Administrative and Enrollment Management Office, and regularly scheduled meetings of various groups and organizations; and

WHEREAS, while working in University Advancement as an Administrative Assistant, she was responsible for greeting and guiding university donors and alumni and assisted with annual homecoming events; and

WHEREAS, when Dorothy accepted the position of Administrative Assistant in the Department of Human Environmental Studies, she became jack-of-all trades. Human Environmental Studies is one of the largest academic departments at Southeast Missouri State University and it was her job to keep everything moving forward for twenty-two faculty, one chairperson, eight graduate assistants, four centers and a commercial and residential foods lab; and

WHEREAS, shortly after becoming the Administrative Assistant in Human Environmental Studies, the Department suffered the loss of their beloved Chairperson, Dr. Paula King. Dorothy stepped up by keeping everything organized and moving forward. The Department will always be grateful to Dorothy for all she contributed during this difficult time. Her smile and soft voice made it easier for all of us to cope; and

WHEREAS, Dorothy’s people skills were without-a-doubt her strength as an Administrative Assistant. She was always ready to help everyone no matter how challenging. Students, staff and faculty never hesitated to find Dorothy because they knew they could depend on her; and

WHEREAS, she participated in and supported many of the departmental events and activities even though this was not a requirement of her position. She worked with many of the Human Environmental Studies student organizations, was instrumental in snagging the squirrel in Dearnont Foods Lab (which was a very challenging ordeal) and she was always to be counted on for attending the Quantity Foods class meals as an evaluator; and

WHEREAS, she is a loving mother, grandmother and wife and will be missed by all of her colleagues;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Deborah Nichol

WHEREAS, Deborah Nichol has dedicated over nineteen years of service to Southeast Missouri State University; and

WHEREAS, she has graciously served in the College of Education Dean’s office, with the Goals 2000 Fine Arts Grant, and the Office of Residence Life; and

WHEREAS, in her position as Senior Administrative Assistant in the Office of Residence Life, she has distinguished herself through involvement and her abilities as a highly skilled member of the clerical and technical staff working tirelessly to keep the operations of the office in order; and

WHEREAS, she has faithfully and effectively served the students, their parents, faculty, and staff in her efforts to provide quality service to all campus constituents; and

WHEREAS, she successfully coordinated the scanning and indexing of all active and former student files to assist the office in moving to a paperless filing system; and

WHEREAS, she has effectively worked with multiple offices on campus to assist students and colleagues with questions, no matter how difficult the task; and

WHEREAS, she has always treated students like family and made them feel comfortable in their on-campus home away from home; and

WHEREAS, she was always there to listen and has stepped in to provide motherly advice to student staff, Hall Directors, and colleagues on countless occasions; and

WHEREAS, she has been a trusted friend and will be deeply missed by her colleagues and student staff;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Lana Richmond

WHEREAS, Lana Richmond retired after serving the Department of Athletics and Southeast Missouri State University for thirty-two years; and

WHEREAS, she compiled an 884-710-2 record that included 611 NCAA Division I wins and 286 Ohio Valley Conference victories during her 32 seasons as Southeast’s head softball coach; and

WHEREAS, Lana coached thirty-eight First-Team All-OVC selections, sixteen Hall of Famers, nine All-Americans, four OVC Players of the Year, three OVC Pitchers of the Year and two OVC Female Athletes of the Year during her years as head coach; and

WHEREAS, her teams won five OVC Tournament titles, five OVC regular-season crowns, compiled an all-time OVC record of 286-221, made five NCAA Tournament appearances and garnered a NCAA Division II Final Four berth in 1991; and

WHEREAS, she was named OVC Coach of the Year five times (1995, 1996, 1997, 1998, 2009) and NCAA Division II Regional Coach of the Year twice (1987, 1991); and


WHEREAS, Lana accumulated a 203-91 record in seven seasons (1982-88) as Southeast’s head volleyball coach and also worked as Assistant Director of Athletics and Senior Woman Administrator for over twenty years in her career;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Allan Sample

WHEREAS, Allan Sample has dedicated over twenty years of service as an employee of the
Facilities Management Department and has served Southeast Missouri State University as
a Custodian and Support Services staff; and

WHEREAS, he assisted with the daily moving and hauling, set up of events, and coordination of
University surplus; and

WHEREAS, he was always there to lend a helping hand to others; and

WHEREAS, he has cooperated fully and exhibited a true “can-do” attitude toward his fellow
employees and supervisors; and

WHEREAS, he leaves behind a large group of colleagues who hold him in the highest regard,
both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its
appreciation and congratulations on behalf of the University and its students, faculty,
staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Phyllis F. Sanders

WHEREAS, Phyllis Sanders has dedicated over nineteen years of service to Southeast Missouri State University; and

WHEREAS, she was promoted from Library Technical Assistant III to Administrative Assistant in Kent Library, and served in the latter capacity under four library directors; and

WHEREAS, she was always pleasant, attentive and courteous to all who visited her office; and

WHEREAS, she often maintained a well-stocked candy dish in her office to sweeten the disposition of her co-workers; and

WHEREAS, while employed at Southeast, she achieved the Certified Administrative Professional (CAP) rating which certifies that the recipient is proficient in a wide variety of office administration skills; and

WHEREAS, a constant theme was her attention to detail and her work ethic to do her job well and to take her responsibilities seriously; and

WHEREAS, she did much of her work quietly and behind the scenes, never expecting to be noticed for this, but her work was greatly appreciated by those who were aware of her many contributions; and

WHEREAS, she always exhibited a professional manner on the telephone and in numerous letters and emails with the many individuals who contacted Kent Library; and

WHEREAS, she worked collaboratively with all levels of employees within Kent Library and across the campus; and

WHEREAS, she was a good, reflective listener and would help her colleagues find workable solutions to many complex problems; and

WHEREAS, she possessed a high degree of creativity which she shared over the years by creating colorful, well-designed invitations to numerous Kent Library events, many publicity flyers and posters for the Kent Library Athenaeum Series, and dozens of other similar notices and flyers for library-related activities; and

WHEREAS, in her retirement, she can devote much more time and her vast creative talents to her favorite hobbies of sewing and embroidery; and

WHEREAS, she leaves behind a large group of colleagues who hold her in the highest regard, both professionally and personally;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Janet Smith

WHEREAS, Janet Smith served for ten years as the director of the Apple Project; and

WHEREAS, she won numerous grants to continue the support of the Apple Project, and supervised staff as well as directly working with clients; and

WHEREAS, this service was incredibly important for senior citizens faced with difficult paperwork related to health and other topics; and

WHEREAS, she was a positive and effective leader of the Apple Project; and

WHEREAS, for five years, she served as the coordinator for the Department of Education Title III grant for the Biology Laboratory and Course Renovation project; and

WHEREAS, she kept the Project Director on his toes by being completely and utterly on top of the project; and

WHEREAS, she gave her full attention to all aspects of the project: from design to completion of the physical space; from ideas to implementation of the course redesigns; from collecting to crunching to interpreting reams and reams of data about the effectiveness of the project; from planning meetings to preparing minutes; from writing quarterly reports to writing annual and final reports; from suggesting changes to budget or process through getting the Program Officer's approval in Washington; the aspects are too many to mention here; and

WHEREAS, she worked effectively, graciously and professionally with all the faculty, staff, consultants, architects and construction crews involved in the project, ensuring that communication lines were clear and open and functioning in both directions; and

WHEREAS, she (with accomplice Vicki Howell) herded the cats who are the Title III biology faculty through the rigors of purchasing a quarter million dollars of equipment and supplies as those funds became available in the last year of the grant; and

WHEREAS, she shared herself as a friend and colleague with so many of us; and

WHEREAS, we as an institution, people, and co-workers are better for knowing her; and

WHEREAS, she will now be able to spend time with her children, daughter-in-law, and her grandson;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Donna Spencer

WHEREAS, Donna Spencer dedicated over fourteen years of outstanding service to Southeast Missouri State University; and

WHEREAS, she began her career in 2000 at Southeast in Human Resources and fulfilled many important roles including Secretary, Benefits Technician, Human Resources Generalist, and Senior Administrative Assistant; and

WHEREAS, she has helped countless numbers of faculty, staff, and retirees with various needs concerning their benefits plans, ranging from researching and resolving insurance claims, providing plan interpretation to assist with optimum usage of plan benefits, assisting those with annual benefits open enrollment processing, and being a confidant and friendly resource; and

WHEREAS, she provided outstanding customer service in her role as a Human Resources Generalist in assisting faculty, staff, and retirees with a wide range of general human resources needs; and

WHEREAS, she was instrumental in the automation of the employee fee waiver and dependent tuition reimbursement program application processing, providing assistance with developing system needs and conducting system testing; and

WHEREAS, for many years she has served as the resident expert on work visa applications and processing for international faculty and staff, having prepared and submitted countless numbers of visa applications to successfully assure legal work status for employees; and

WHEREAS, she provided excellent administrative support to the Human Resources Director as the Senior Administrative Assistant for the department, and managed departmental needs to assure resources were available to all staff, as well as supervision of department front desk and student staffing, all of which was vital to the effective and efficient delivery of services to faculty and staff; and

WHEREAS, she has been affectionately considered by her Human Resources colleagues as the office party coordinator while assuring that no staff or student’s birthday or holiday celebration went unrecognized; and

WHEREAS, she leaves behind colleagues and friends at Southeast who hold her in the highest regard for her many years of faithful service, dedication, commitment, and compassion;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

_ Archie W. Sprengel_

WHEREAS, Archie W. Sprengel is retiring after dedicating over thirty-five years of service to Southeast Missouri State University; and

WHEREAS, his entire working career has been in a university setting, beginning over forty years ago as a student worker in the Computer Services Department at Southeast; then as a graduate assistant in Purdue University’s Computer Center and finally full time employment at Southeast from 1979 to 2015; and

WHEREAS, he oversaw the implementation of the first personal computers on campus that ran off of floppy drives to the current generation of PCs that have more hard drive storage and processing power than the old mainframe system; and

WHEREAS, he was instrumental in the changeover from the mainframe system, which had independent programs for everything from student records to finance, to the current integrated Banner administrative system; and

WHEREAS, he led the University through operating system upgrades from the early days of DOS and Windows 3.1 to Windows 98, Windows XP, and now Windows 7; and

WHEREAS, he was responsible for designing the first campus-wide local area network at Southeast, design and installation of the University’s wireless network, and has written and overseen the development of a number of Internet-based applications on campus; and

WHEREAS, he was involved in planning of the technology infrastructure for major capital projects including the construction of Merick Hall, LaFeir Hall and the Dobbins River Campus Center, and the renovations of Memorial Hall, Magill Hall and Academic Hall; and

WHEREAS, he has provided leadership and collaboration across the University to implement new technologies, including the Mobile app, the College of Education’s Edvolution program, the University’s first one-to-one technology initiative, and the use of iPad technology by the Board of Regents for Board materials; and

WHEREAS, he has been recognized for his knowledge, expertise and leadership at the state level, having represented Southeast in the early 1990’s as a co-principal investigator on the National Science Foundation grant that launched the Missouri Research and Education Network (MOREnet) and he has continued to serve on the MOREnet executive committee; and

WHEREAS, he has maintained expertise and provided guidance to campus leaders throughout a career that has witnessed technology change from punch cards to terminals to personal computers to mobile devices to the cloud; and

WHEREAS, he has always been known for his keen fiscal management, his dedication to the University, his calm and wise voice of reason; and above all, his humility; and

WHEREAS, his career with the University deservingly culminated with his recognition as the University’s Employee of the Year for 2014;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Archie W. Sprengel for his outstanding service to Southeast Missouri State University by conferring upon him the status of Assistant Vice President Emeritus for Information Technology on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Donna Tucker

WHEREAS, Donna Tucker dedicated over fourteen years of service to Southeast Missouri State University. She began employment in 2000 as the Transfer Admission Counselor and in 2002 was promoted to Assistant Director of Admissions for Transfer Recruitment; and

WHEREAS, under her leadership, transfer enrollments grew from less than 700 students in academic year 2000 to over 1000 students in academic year 2014; and

WHEREAS, in her position, she fostered relationships with community college personnel within the University’s multi-state region and collaborated with staff in the Office of the Registrar to maintain up-to-date transfer course equivalency information; and

WHEREAS, she assisted in the creation of transfer guides and articulation for specific academic programs to show students how seamlessly they could transfer to Southeast; and

WHEREAS, she distinguished herself by working with empathy, being the voice of reason, and staying dedicated to students; and

WHEREAS, she treasured the saying: “The student is...
...the most important person on campus. Without students there would be no need for the institution.
...not a cold enrollment statistic but a flesh and blood human being with feelings and emotions like our own.
...not someone to be tolerated so that we can do our thing. They are our thing.
...not dependent on us. Rather, we are dependent on them.
...not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so;” and

WHEREAS, her creation of poetry with clever rhymes brought out the humor in situations and kept her coworkers and students laughing and uplifted; and

WHEREAS, she served as a wonderful mentor to many admissions team members and student workers; and

WHEREAS, her classic statement “Love ya, Kid!” would bring a smile to your face; and

WHEREAS, we will always follow Donna’s lead and “Keep our Eye on the Prize;”

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Cornelia Williams

WHEREAS, Cornelia Williams has dedicated fifteen years as an employee of the Facilities Management Department and has faithfully served Southeast Missouri State University as a Custodian; and

WHEREAS, she has set high standards in taking care of her work assignments; and

WHEREAS, she has been an excellent worker and has spent countless hours making sure her areas are clean; and

WHEREAS, she has been well liked by her colleagues, students, faculty and staff; and

WHEREAS, she has been a loyal team member and roll model for her co-workers; and

WHEREAS, she has mentored students that worked for her over the years; and

WHEREAS, she has mastered summer cleaning and scrub within her area; and

WHEREAS, she has been a trusted friend and will be deeply missed by her colleagues;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations on behalf of the University and its students, faculty, staff, and administration on this first day of May, Two Thousand Fifteen.

Jay B. Knudtson

President, Board of Regents
Southeast Missouri State University
BOARD OF REGENTS

MOTION CONSIDERATION FORM

May 8, 2015

Open Session

I.  Motion to be Considered:

Approve the appointment of Directors to the Missouri Innovation Corporation as outlined in Attachment 1.

II.  Background:

The revised Amended and Restated Bylaws of the Missouri Innovation Corporation Bylaws of the Missouri Innovation Corporation (MIC) approved by the Board of Regents allow for a minimum of nine Directors and a maximum of fifteen. The Board currently has thirteen members. It is believed that the expansion of the Board to its maximum size will provide a more representative body of the University’s service region as outreach activities to promote innovation and new business start-ups are expanded.

Attachment 1 outlines the names of two proposed new Directors and their initial terms of appointment, approved by the Board of Directors of the Missouri Innovation Corporation at its December 10, 2014 Board of Directors Meeting. The two individuals will begin serving their terms as Board members upon approval by the Board of Regents.

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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:
PROPOSED NEW DIRECTORS FOR THE MISSOURI INNOVATION CORPORATION

TWO YEAR TERM

Rhonda Ruark is a native of Cape Girardeau, a graduate of Cape Central High School. She earned her Bachelor of Science Degree in Business Administration from Southeast Missouri State University in 1991 and began work with TG Missouri Corporation in 1992, serving as Customer Service Representative, Training Specialist, Human Resources Specialist, HR Manager, to Assistant General Manager and currently I am General Manager of Corporate Administration, which encompasses General Affairs/Safety, Environmental and Occupational Health/Human Resources/ Payroll/Security/TG University (Training & Development). Ms Ruark is a member of SHRM and a certified Professional in Human Resources within the Society For Human Resources (SHRM), certified as a PHR since 1994, then in 2001 as SPHR. She has served on a variety of grant and funding teams for TG Missouri in Perryville.

THREE YEAR TERM

Matthew Drake and his wife Sarah, have two daughters and currently live in Sikeston, MO. He graduated Cum Laude from Missouri State University with a Bachelor of Science degree in Finance. Matthew also has continued his education at The Graduate School of Banking at LSU, Baton Rouge, LA, graduating in 2013. Matthew currently serves as the Community Bank President for First State Bank and Trust Co. Inc. in Sikeston, MO. In 2014, Matthew was a finalist for the Missouri Banker's Association young Bankers leadership award. Since starting as a customer service representative over ten years ago, Matthew oversees the operations of two of the five branches for FSBT. Outside of Banking Matthew has remained a viable part of his community. In 2012 Matthew was named Jaycee Outstanding Young Missourian and received the Jaycee Distinguished Service Award. Matthew recently joined the Sikeston Cultural Development Corporation Board of Directors, which oversee the operation of Sikeston's only public art gallery and museum, acting as its assistant treasurer. He also currently serves as an alumni advisor for Phi Delta Theta at Southeast Missouri State University.
I. Motion to be Considered:

Recommend approval of the following changes to Academic Programs:

- New Program – Bachelor of Science in Public Health, with options in: Biology; Information; Nutrition; Health Policy and Management; and Social/Behavioral (Attachment 1 – Page 5)
- New Program – Bachelor of Science in Commercial Multimedia, with options in: Commercial Photography; and Computer Multimedia Graphics (merger of BS Commercial Photography program and BS Technology Management: Computer and Multimedia Graphics Option) (Attachment 2 – Page 15)
- New Program – Master of Arts in Applied Behavior Analysis (Attachment 3 – Page 20)
- New Minor – Cybersecurity in Business Systems (Attachment 4 – Page 31)
- Education Curriculum Revisions to Align to State and National Requirement Changes (Attachment 5 – Page 32)
  - BME Music Education (page 33)
  - BSED Agricultural Education (page 37)
  - BSED Art Education (page 40)
  - BSED Biology Education / BSED Biology Education (Unified Science) (page 43)
  - BSED Business Education – Deletion of Program (page 48)
  - BSED Chemistry Education (page 49)
  - BSED Chemistry Education (Unified Science) – Deletion of Program (page 49)
  - BSED Early Childhood Education (page 52)
  - BSED Elementary Education (page 55)
  - BSED Exceptional Child Education (page 66)
  - BSED Mathematics Education (page 69)
  - BSED Middle School Education (page 72)
  - BSED Physical Education (page 81)
  - BSED Physics Education / Physics Education (Unified Science) (page 84)
  - BSED Secondary Education/English (page 89)
  - BSED Secondary Education/French (page 92)
  - BSED Secondary Education/German (page 95)
  - BSED Secondary Education/Social Studies (page 98)
  - BSED Secondary Education/Spanish (page 101)
  - BSED Technology and Engineering Education – includes Program Title Change (page 104)
  - BSFCSE Family and Consumer Sciences Education (page 107)

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

Chairperson
Dean
Academic Council
Provost
President

Postpone:
Amend:
Disapprove:
Approve:
Secretary:
II. Background:

New Program – Bachelor of Science in Public Health, with options in: Biology; Information; Nutrition; Health Policy and Management; and Social/Behavioral

The Department of Biology in the College of Science, Technology, and Agriculture is proposing a new Bachelor of Science in Public Health program, with options in Biology; Information; Nutrition; Health Policy and Management; and Social/Behavioral.

The Bachelor of Science in Public Health is an interdisciplinary program that will provide students with a foundation in scientific knowledge, including biological and life sciences and the concepts of health and disease. Students will have an understanding of social and behavioral sciences, as well as quantitative, data management, and statistical skills, and an understanding of economics. These foundations will provide students with the ability to integrate, synthesize, and apply this knowledge to public health in general and a specific discipline area. The program will attract first year students, but will likely be heavily populated by students converting from biomedical pre-professional programs who are not accepted into professional or graduate programs.

Twelve departments within the University will participate in offering courses that are required either within the core or in an option of the Public Health program. The program draws on coursework already offered across multiple other approved programs, but differentiates itself from these others programs in that it is tailored to the public health perspective. The program, by design, is intended to utilize likely completed coursework in other health related pre-professional programs. It is not anticipated that new courses or faculty lines will be needed to fulfill the degree requirements.

New Program – Bachelor of Science in Commercial Multimedia, with options in: Commercial Photography; and Computer Multimedia Graphics (merger of BS Commercial Photography program and BS Technology Management: Computer and Multimedia Graphics Option)

The Department of Polytechnic Studies in the College of Science, Technology, and Agriculture is proposing a new Bachelor of Science in Commercial Multimedia program, with options in Commercial Photography; and Computer Multimedia Graphics. This is a merger of the current BS in Commercial Photography program, and the BS Technology Management: Computer and Multimedia Graphics option.

The Bachelor of Science in Commercial Multimedia will provide students with the tools, technologies, and techniques to generate multimedia content. The common objective of the program includes acquisition of still images (both physical and digital) and video (including animation) and the modes of presenting the content (web, physical media, and other digital media). The two options allows specialization into these objectives. The Computer Multimedia Graphics option focuses on the use of computer tools to build and manipulate images/video for consumption primarily on computers (such as web pages) and mobile devices. The Commercial Photography option focuses on images/video that are acquired with cameras, often manipulated with computers, and then produced either as a hardcopy or digital copy.
All courses are currently being taught as part of the current Commercial Photography program and Computer and Multimedia Graphics option. No new resources are needed for the new BS Commercial Multimedia program.

**New Program – Master of Arts in Applied Behavior Analysis**
The Department of Elementary, Early, and Special Education in the College of Education is proposing a new Master of Arts in Applied Behavior Analysis program.

The Master of Arts in Applied Behavior Analysis program will provide students with assessment and intervention skills in applied behavior analysis that will allow them to work with individuals with ASD or other developmental disabilities of all ages across a variety of settings. Students will also be prepared to provide training and support to parents, caregivers, staff, and educators. All students who complete the program will be eligible to sit for the Behavior Analyst Certification Board Exam.

Southeast has a history of providing Applied Behavior Analysis courses, and was a Behavior Analyst Certification Board approved provider for courses under the BACB Third Edition Task List. In 2013, a University ABA Task Force determined that there was enough student interest and community need to support the development of an ABA master’s program. Existing faculty will be used to teach the new courses; no new resources are needed for the program.

**New Minor – Cybersecurity in Business Systems**
The Department of Polytechnic Studies in the College of Science, Technology, and Agriculture is proposing a new Cybersecurity in Business Systems minor.

The Cybersecurity in Business Systems minor will provide students with a basic understanding of the software and hardware frameworks in cyber systems and associated security concepts to complement degrees associated with business systems.

Courses are already offered, with the exception of one, which is to be developed. Existing faculty will be used to teach the new course; no new resources are needed for the program.

**Education Curriculum Revisions to Align with State and National Requirement Changes**
The College of Education has undergone significant curricular revision due to rules changes by the Missouri Board of Education. These mandates substantially changed the curriculum expectations and assessments for all programs related to teacher education (BME Music Education; BSED Agricultural Education; BSED Art Education; BSED Biology Education / BSED Biology Education (Unified Science); BSED Business Education (deletion of program); BSED Chemistry Education; BSED Chemistry Education (Unified Science) (deletion of program); BSED Early Childhood Education; BSED Elementary Education; BSED Exceptional Child Education; BSED Mathematics Education; BSED Middle School Education; BSED Physical Education; BSED Physics Education / Physics Education (Unified Science); BSED Secondary Education/English; BSED Secondary Education/French; BSED Secondary Education/German; BSED Secondary Education/Social Studies; BSED Secondary Education/Spanish; BSED Technology and Engineering Education (includes program title change); and BSFCSE Family and Consumer Sciences Education).
Specifically four new assessments have been put in place: Missouri Educator Profile, Missouri General Education Assessment, Missouri Content Exams, and Missouri Preservice Teacher Assessment. In addition, new standards were put in place in both pedagogy and content coursework. These revisions address the new requirements for our teacher candidates. The new curriculum will be submitted to the Department of Elementary and Secondary Education for approval in June 2015.
NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southeast Missouri State University

Program Title: Public Health

Degree/Certificate: Bachelor of Science

Options: Public Health - Biology Option; Public Health – Information Option; Public Health – Nutrition Option; Public Health – Health Policy and Management Option; Public Health – Social/Behavioral Option

Delivery Site(s): Main Campus

CIP Classification: 51.0000

*CIP code can be cross-referenced with programs offered in your region on MDHE’s program inventory https://highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall, 2015

Cooperative Partners: Not Applicable

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Dr. William R. Eddleman, Provost

<table>
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<tr>
<th>Name/Title of Institutional Officer</th>
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<th>Date</th>
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<tbody>
<tr>
<td>James E. Champine, PhD, Chairperson, Department of Biology</td>
<td>573-651-2171</td>
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Person to Contact for More Information, Telephone
STUDENT ENROLLMENT PROJECTIONS

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</table>

Please provide a rationale regarding how student enrollment projections were calculated:

It is anticipated that this program will attract both current students and incoming first year students. The Biology Department conducted an analysis of current students enrolled in Biomedical related pre-professional programs (Biomedical Sciences, Pre-Medicine, Pre-Optometry, Pre-Dental and Pre-Physician Assistant) with GPA’s that evidence potential success in a health related profession, but insufficient for admission to a clinical degree program. This analysis yielded a count of 84 current students with 45 or fewer credit hours completed that have GPA’s less than 3.5. Approximately 70% of the full-time students projected to enter this program over five years are anticipated to come from students that convert from a biomedical pre-professional program. This represents 2 to 3 students per year on average. (Source: University enrollment statistics, Office of Institutional Research.) Currently, Missouri has only one other undergraduate Bachelor of Science Public Health program, which is offered by a private institution. Consequently, it is anticipated that incoming first year students may be attracted to this program upon entering Southeast. The projections reflect at least one incoming first year student per year will enroll in the program.

Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:

Southeast Missouri State University’s Biology Department has over 300 students who currently list a biomedical related pre-professional program of study as one of their majors. These students typically are either a Biology Biomedical Sciences or Pre-Physician Assistant major. Professional school such as medical school, dental school or optometry school or a masters level Physician Assistant program will need to be completed by these students prior to clinical practice. However, the very competitive nature of admission to these programs limits the prospects for a large percentage of these students. This program will provide students with an interest in a health profession a realistic opportunity to work within the healthcare arena without having to pursue a professional or graduate degree. Additionally, students currently in pre-physical therapy, occupational therapy, and/or nursing programs that are not likely to meet the admission requirements to those programs may also be attracted to this program. The US Bureau of Labor Statistics (BLS) projects that occupations and industries related to healthcare will add
the most jobs between the years 2012-2022. Healthcare related jobs that require post-secondary education are projected to grow faster than those not requiring post-secondary education. Nearly one-third of the total projected increase in jobs is projected to come from the healthcare and social assistance sector, accounting for nearly 5.0 million jobs in the next decade. In large part, the demand is being driven by the needs of an aging population. Individuals with a Public Health degree are employed in a wide variety of specific occupations, ranging from Health Officer, Project Managers, Rural Health Analyst, Risk Management Consultant, Policy, Program and Planning Analyst, Prevention Specialist and Epidemiologist. Projected job growth for a few potential occupations associated with this degree program: Health Environmental Specialist - 15%, Medical/Health Services manager - 23%, Social/Community Services manager - 21%, Health Educators & Community Health Workers - 21%. (Source: US Bureau of Labor Statistics, www.bls.gov) This program offers students a foundation in public health functions across an interdisciplinary course sequence, as well as an opportunity for the student to select an area of specialization by choosing an option. The five different options of this degree program should allow students to readily participate in the projected growth of 5 million jobs in the healthcare and social assistance sectors over the next decade. This program also distinguishes itself from other public health programs in the state in two ways. It is an undergraduate program in Public Health offered by a state institution. Saint Louis University, a private institution, also offers an undergraduate program. The University of Central Missouri offers a Bachelor of Science in Health Studies with an option in Community Health. Other programs currently offered in the state are graduate level programs.
PROGRAM STRUCTURE

A. Total credits required for graduation: 120

B. Residency requirements, if any: 

C. General education: Total credits: 56 (*18 credits not within the major*)

Courses (specific courses OR distribution area and credits):

General Education Courses (*38 credits within the major*)

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<td>MA134</td>
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<td>College Algebra</td>
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<tr>
<td>EC215</td>
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<td>3</td>
<td>Psychological Development Across the Lifespan</td>
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<td>Fundamentals of Oral Communication</td>
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<td>3</td>
<td>Professional Writing for Science/Technology</td>
</tr>
<tr>
<td>UI412</td>
<td>3</td>
<td>American Healthcare Systems</td>
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</table>

D. Major requirements: Total credits: _64_

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BI153</td>
<td>4</td>
<td>Introduction to Organismal Biology</td>
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<tr>
<td>BI154</td>
<td>4</td>
<td>Genetics and Cell Biology</td>
</tr>
<tr>
<td>BI200/BS240/ BS242</td>
<td>3</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BS113</td>
<td>4</td>
<td>Anatomy &amp; Physiology I</td>
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<tr>
<td>BS114</td>
<td>4</td>
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<tr>
<td>CH234 or CH341</td>
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<td>Organic and Biological Chemistry</td>
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<tr>
<td>MA223/MA155</td>
<td>3</td>
<td>Probability and Statistics</td>
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<td>IS175</td>
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<td>Information Systems I</td>
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<tr>
<td>PY555</td>
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<td>Health Psychology</td>
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<tr>
<td>HL120</td>
<td>3</td>
<td>Health Perspectives</td>
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<tr>
<td>HL320</td>
<td>3</td>
<td>Community Health</td>
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<tr>
<td>BI454/EV454</td>
<td>3</td>
<td>Risk Assessment Applications</td>
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<tr>
<td>BI443/EV443</td>
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<td>Epidemiology</td>
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<tr>
<td>BI471/EV481/ HA471/PS384</td>
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<tr>
<td>BI489</td>
<td>2</td>
<td>Analysis of Biological Issues</td>
</tr>
<tr>
<td>SC301</td>
<td>3</td>
<td>Foundations of Health Communication</td>
</tr>
</tbody>
</table>
### Options - student will select one option

#### Public Health - Biology Option - select 15 hours
- BI381  3 Molecular Genetics
- BI441  3 Virology
- BI442  3 Immunology
- BI448/EV448  3 Disaster/Emergency Planning and Response
- BI453/EV453  3 Occupational Health
- BI456/EV456  3 Fundamentals of Risk Communication in Emergency Management
- BI458  3 Analytical Bioinformatics
- BI460/EV460  3 Introduction to Toxicology
- BI449/EV449  3 Vulnerability, Risk Reduction/Critical Incident Management
- BI543/S44  3 Pathogenic Microbiology with lab

#### Public Health - Health Policy and Management Option - select 15 hours
- EC585  3 Healthcare Economics
- HA300  3 Management of Healthcare
- HA510  3 Healthcare Operations
- HA582  3 Healthcare Budgeting and Reimbursement
- PS230  3 American Public Policy
- PS418  3 Public Policy Analysis
- PS415  3 Governmental Budgeting Process
- PS491  3 Topics in Political Science
- SC320  3 Group Communication and Decision-Making
- SC510  3 Leadership and Team Building
- SC560  3 Organizational Communication
- UI425  3 Persuasion: Understanding, Practice & Analysis

#### Public Health - Information Option - select 15 hours
- BI458  3 Analytical Bioinformatics
- HA540  3 Healthcare Informatics
- HA545  3 Healthcare Database Systems
- IS130  3 Application Development I
- IS275  3 Computer Info Systems II
- IS375  3 Database & Info Systems
- IS330  3 Application Development II
- MG575  3 Information Technology Management
- MI375  3 Management Information Systems
- IU314  3 GeoInfo Science Today

#### Public Health - Nutrition Option - select 15 hours
- FN235  3 Nutrition for Health
- FN255  3 Nutrition I
- FN355  3 Lifespan Nutrition
- FN540  3 Community Nutrition
- FN520  3 Nutrition and Aging
- HL332  3 Lifestyle Disease Risk Reduction
- HL526  3 Health Behavior Change
Public Health - Social/Behavioral Option - select 15 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HA300</td>
<td>Management of Healthcare</td>
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<tr>
<td>HLI16</td>
<td>Special Topics in Health, Human Performance and Recreation</td>
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<tr>
<td>HLI510</td>
<td>Health Concerns of Aging</td>
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<tr>
<td>PY329</td>
<td>Psychology of Death &amp; Dying</td>
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<td>PY325</td>
<td>Psychological Development of the Family</td>
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<td>PY440</td>
<td>Abnormal Psychology</td>
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<td>PY466</td>
<td>Introduction To Physiological Psychology</td>
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<tr>
<td>PY525</td>
<td>Maturity and Aging</td>
</tr>
<tr>
<td>SC215</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>SC355</td>
<td>Interviewing: Principles and Practice</td>
</tr>
</tbody>
</table>

E. Free elective credits:  0  
(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:
Students will be required to complete at least 1 credit hour (40 clock hours) of an internship approved by the faculty advisor or department chair.

G. Any unique features such as interdepartmental cooperation:
This is an interdisciplinary degree program. Twelve departments within the University will be participating in offering courses that are required either within the core or in an option of the degree program. The core of the program has been designed with the intent to align with the Council on Education in Public Health (CEPH) accreditation domains. CEPH is the accrediting body for undergraduate public health programs. It is not anticipated that new courses or faculty lines will be needed to fulfill the degree requirements.

Since the program is broadly based across the University, several departments anticipate that enrollment in this program will help increase demand and offering schedules for courses with low historical enrollments. In addition, due consideration was given to provide for ease of major change from biomedical pre-professional programs. Students from those disciplines should be able to utilize significant credit hours from those programs to satisfy the requirements of this program.
FINANCIAL PROJECTIONS

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td><strong>1. Expenditures:</strong></td>
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<tr>
<td><strong>A. One-time</strong></td>
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<td>New / renovated spaces</td>
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<td>*State Aid - CBHE</td>
<td>$6,937.50</td>
<td>$34,687.50</td>
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<td></td>
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<tr>
<td>Tuition / Fees</td>
<td>$6,937.50</td>
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<td>Institutional / Resources</td>
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<td><strong>TOTAL REVENUES</strong></td>
<td>$6,937.50</td>
<td>$34,687.50</td>
<td>$62,437.50</td>
<td>$93,656.25</td>
<td>$97,125.00</td>
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</table>

The BS in Public Health program draws on coursework already offered across multiple other approved programs. This program differentiates itself from these other programs in that it is tailored to the public health perspective. The program, by design, is intended to utilize likely completed coursework in other health related pre-professional programs. It is not anticipated that new courses or faculty lines will be needed to fulfill the degree requirements.
PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Southeast Missouri State University
Program Name: Public Health
Date: Fall 2015

(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.)

1. 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 special preparation required.

   - Characteristics of a specific population to be served, if applicable.
     Not Applicable.

2. Faculty Characteristics
   
   - Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
     Draws on existing faculty positions for teaching within this program.

   - 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.
     At least 80% of the credit hours will be assigned to full-time faculty according to University policy. However, it is anticipated that the full-time faculty assignment will likely exceed the minimum 80% level.

   - Expectations for professional activities, special student contact, teaching/learning innovation.
     Students will be required to complete 1 credit hour of internship for this program. Faculty from the student’s selected option will typically provide the supervision for this internship. A public health club is anticipated to be established if student interest in such a club is indicated.

3. Enrollment Projections
   
   - Student FTE majoring in program by the end of five years.
     At the end of five years, it is anticipated that 15 full-time students will be enrolled in this program.
• Percent of full time and part time enrollment by the end of five years. At the end of five years, it is anticipated that 87% of enrollment will be full-time students and 13% will be part-time students.

4. Student and Program Outcomes

• Number of graduates per annum at three and five years after implementation. Three years after implementation it is not anticipated that any students will graduate in that year. Five years after implementation, it is anticipated that 4 students will graduate that year.

• Special skills specific to the program. Students in this program will have a foundation in scientific knowledge, including biological and life sciences and the concepts of health and disease. Students will have an understanding of social and behavioral sciences. Students also will have quantitative, data management and statistical skills and an understanding of economics. These foundations will provide students with the ability to integrate, synthesize and apply this knowledge to public health in general and a specific discipline area.

• Proportion of students who will achieve licensing, certification, or registration. Licensing, certification, or registration is not required.

• 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. Above University average scores on the MAPPII are expected of the average scores for students in this program.

• Placement rates in related fields, in other fields, unemployed. Placement rates in related field 85%, in other fields 10%, unemployed 5%.

• Transfer rates, continuous study. Not applicable, this program is offered as a bachelors degree, thus transfers are not expected.

5. Program Accreditation

• Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide a rationale. The Council on Education for Public Health provides accreditation for standalone baccalaureate programs. It is anticipated that application for accreditation will be made between 6 and 10 years after implementation.

6. Alumni and Employer Survey

• Expected satisfaction rates for alumni, including timing and method of surveys. It is anticipated that satisfaction with the undergraduate degree program will be determined
by online alumni surveys conducted at the end of five years. These surveys will be conducted using the Alumni Association database. For those students who matriculated to graduate and professional programs, the expected satisfaction rate >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. Employer satisfaction rates are expected to be determined by online surveys conducted at the end of five years. These surveys will be conducted using the Alumni Association database with the specific consent of the alumni member. The expected satisfaction rate is >75%.

7. Institutional Characteristics
- Characteristics demonstrating why your institution is particularly well-equipped to support the program.
Southeast Missouri State University is a regional, comprehensive university. It is classified as a Carnegie 2 institution with graduate level degree programs. Thus it has faculty with terminal degrees and graduate level teaching obligations. This program draws on coursework already offered across multiple other approved programs. This program differentiates itself from these other programs in that it is tailored to the public health perspective. This program helps meet the growing enrollment within the university and the growing demand for health related programs. By design, it is intended to utilize likely completed coursework in other health related pre-professional programs.
**Attachment 2**

**PROGRAM CHANGE FORM**

1. Submitted by: Southeast Missouri State University  
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   - Title change only
   - Combination program created out of closely allied existing programs
   - Option(s) added to existing program (attach curriculum for option)
   - Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   - Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   - Addition of free-standing single-semester certificate program
   - * Delete program (BS Commercial Photography)
   - X* Delete option (BS Technology Management: Computer and Multimedia Graphics)
   - Place program on “Inactive Status” list
   - Other (attach description)

*Deletion of BS Commercial Photography program and BS Technology Management: Computer and Multimedia Graphics Option contingent on approval of BS Commercial Multimedia program.

a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.

b) In the right section, place the program (and options) as they would appear after changes have been approved.

c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Degree</strong></td>
</tr>
<tr>
<td>Technology Management-Computer and Multimedia Graphics Option</td>
<td>BS</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>BS</td>
</tr>
</tbody>
</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.

4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

**AUTHORIZATION**

Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer Signature Date

Dr. Brad Deken, Chairperson, Department of Polytechnic Studies 573-651-2104

Person to Contact for More Information Telephone Number
Rationale for Merger of BS Commercial Photography program and BS Technology Management: Computer and Multimedia Graphics Option to make a BS Commercial Multimedia program, with options in: Commercial Photography, and Computer Multimedia Graphics

The Department of Polytechnic Studies currently has two closely allied programs: Commercial Photography (a standalone BS program) and Computer and Multimedia Graphics (which is an option area under the Technology Management BS program). Currently, there is significantly more overlap between the courses (and objectives) of these two programs compared to the graphics program and other Technology Management programs. Therefore, we would like to pull the graphics option out of Technology Management and then combine it with Commercial Photography such that there would be a Commercial Multimedia BS program with a Computer Multimedia Graphics option and a Commercial Photography option.

Both of these programs are designed to introduce the tools, technologies, and techniques to generate multimedia content. The common objectives would include acquisition of still images (both physical and digital) and video (including animation) and the modes of presenting the content (web, physical media, and other digital media). The options allow specialization into these objectives. The Computer Multimedia Graphics option would focus on the use of computer tools to build and manipulate images/video for consumption primarily on computers (such as web pages) and mobile devices. The Commercial Photography option would focus on images/video that are acquired with cameras, often manipulated with computers, and then produced either as a hardcopy or as a digital copy.

While these programs fit in with the other Technology Management programs in a broad interpretation, they have much more in common with each other than they do with the remaining programs. This change would be a benefit because the program names more clearly describe the programs. This would also pull the graphics program out of the existing ATMAE accreditation. We would examine the accreditation options for this new program, if the change is approved.
BS Commercial Multimedia

Commercial Multimedia Core – 42 Hours

CH180 Chemistry in Our World (3) CH180 Chemistry in our World
GM180 Introduction to Technical Graphics (3)
GM200 Vector & Bittmapped Graphics for Industry (3)
GM282 Vector Graphics (3)
GM320 Graphic User Interface Design (3)
GM326 Interactive Multimedia (3)
GM385 HD Video for Multimedia (3)
GM490 Advanced Graphics Projects (3)
IM102 Technical Communication (3)
PG284 Photography Fundamentals (3)
PG285 Commercial Photographic Lighting (3)
PG286 Commercial Studio Photography (3)
PG384 Commercial Photography I (3)

Choose One:

MA133 Plane Trigonometry (3)
MA223 Elementary Statistics (3)
MA134 College Algebra (3)

Computer Multimedia Graphics Option – 39 Hrs

GM380 3D Modeling & Animation Prod (3)
GM386 Interactive Multimedia & Animation (3)
GM480 3D Animation Pipeline (3)
IM301 Industrial Safety (3)
IM311 Statistical Process Control (3)
IM419 Industrial Supervision (3)
IM506 Projects in IET (3)
MN220 Engineering Econ Analysis (3)
MN260 Technical Computer Programming App (3)
PH106/006 Physical Concepts (3)
SW207 Understanding Cultural & Social-Div (3)

Choose One:

TN254 Fiber Optics & Network Comm (3)
TN255 Microcomputer Maint & Troubleshooting (3)
UI410 Mfg Research in a Global Society (3)

Commercial Photography Option – 39 Hrs

AR104 Design Foundations (3)
AR201 Color Composition (3)
AR324 Digital Art Photography (3)
IU321 Creative Problem solving (3)
BA361 Principles of Entrepreneurship (3)

Choose One:

BA561 Entrepreneurship Planning & Strategy (3)
MK343 Advertising & Promotion (3)
MK555 Internet Marketing (3)
MC101 Mass Communication & Society (3)
MC201 Writing for Mass Media (3)
MC429 Media Management OR PG3XX
MC310 Advertising Communication Strategies (3)
MC312 Advertising Creative Concepts (3)
MK301 Principles of Marketing (3)
PG300 Advanced Lighting Technology (3)
PG325 Practices of Commercial Photography (3)
PG484 Commercial Photography II (3)
BACHELOR OF SCIENCE
COMMERCIAL PHOTOGRAPHY
MAJOR

Students who choose the B.S. in Commercial Photography are prepared to operate their own commercial photography business or work for one, as well as other jobs, including photo editor, photo re-toucher, photographic assistant, etc. Students will get the basics of publications design and layout, graphics production, and photography.

CURRICULUM CHECKLIST

UNIVERSITY STUDIES (51 hours)

- UI 100 First Year Seminar 3
- PG 284 Photography Fundamentals (artistic expression) 3
- Literary Expression 3
- Oral Expression 3
- EN 100 English Composition 3
- Written Expression 3
- Behavioral Systems 3
- Living Systems 3
- MA 134 College Algebra (Logical Systems) 3
- CH 180 Chemistry in Our World (Physical Systems) 3
- Development of a Major Civilization 3
- Economic Systems 3
- Political Systems 3
- MC 101 Mass Communication and Society (Social Systems) 3
- UI 3xx Interdisciplinary University Studies Course (UI319 recommended) 3
- UI 3xx Interdisciplinary University Studies Course 3
- UI 4xx University Studies Senior Seminar Course (UI410 recommended) 3
- WP003 Writing Proficiency Test (to be taken after completing 75 hours) 0
- MAP® Academic Proficiency & Progress Test (to be taken after completing 90 hours) 0
- CL001 __CL002 __CL003 __CL004 Career Linkages Requirements 0

COMMERCIAL PHOTOGRAPHY MAJOR
(63 Hours, not counting 12 hours included in University Studies section)

- AR 104 Design Foundations 3
- AR 201 Color Composition 3
- AR 324 Digital Art Photography 3
- BA 361 Principles of Entrepreneurship 3
- MC 201 Writing for the Mass Media 3
- MC 310 Advertising Communication Strategies 3
- MC 312 Advertising Creative Concepts 3
- MK 301 Principles of Marketing 3

Choose one:
  - BA 561 Entrepreneurship Planning & Strategy
  - MK 343 Advertising & Promotion
  - MK 555 Internet Marketing
- GM 180 Introduction to Industrial Graphics 3
- GM 200 Vector and Bitmapted Graphics for Industry 3
- GM 282 Vector & Text Graphics 3
- GM 320 Graphics and Interface Design for Internet OR GM 385 Non-Linear Video Editing 3
- GM 490 Advanced Graphics Projects 3
- MA 133 Plane Trigonometry OR MA 223 Elementary Statistics 3
- PG 285 Commercial Photographic Lighting 3
- PG 286 Commercial Studio Photography 3
- PG 300 Advanced Lighting Technology 3
- PG 325 Practices of Commercial Photography 3
- PG 384 Commercial Photography I 3
- PG 484 Commercial Photography II 3

Commercial Photography required courses included in University Studies section above: CH 180, MA 134, MC 101 & PG 284
BACHELOR OF SCIENCE

TECHNOLOGY MANAGEMENT: COMPUTER & MULTIMEDIA GRAPHICS OPTION

Students who choose the B.S. in Technology Management with the Computer and Multimedia Graphics option are given a background in the technical communications industry. They will get the basics of publications design and layout, graphics production, webpage design, video editing, multimedia, animation and photography. With the widespread increase in applications of computers and software, industries require Computer and Multimedia Graphics professionals to handle a wide range of tasks. Graduates are prepared for management and technical oriented positions in the Computer and Multimedia Graphics areas of industry.

CURRICULUM CHECKLIST

UNIVERSITY STUDIES (51 hours)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI 100 First Year Seminar</td>
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<tr>
<td>PG 284 Photography Fundamentals (artistic expression)</td>
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</tr>
<tr>
<td>Literary Expression</td>
<td>3</td>
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<tr>
<td>Oral Expression</td>
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<tr>
<td>EN 100 English Composition</td>
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<tr>
<td>Written Expression</td>
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<td>Behavioral Systems</td>
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<td>Living Systems</td>
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<tr>
<td>MA 134 College Algebra (Logical Systems)</td>
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<tr>
<td>PH 106/006 Physical Concepts (Physical Systems)</td>
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<td>Development of a Major Civilization</td>
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<td>MN 220 Engineering Economic Analysis (Economic Systems)</td>
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<td>Political Systems</td>
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<td>SW 207 Understanding Cultural and Social Diversity (Social Systems)</td>
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<td>UI 3xx Interdisciplinary University Studies Course (UI319 recommended)</td>
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<td>UI 3xx Interdisciplinary University Studies Course</td>
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<tr>
<td>UI 410 Manufacturing Research in a Global Society- University Studies Senior Seminar</td>
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<td>WP003 Writing Proficiency Test (to be taken after completing 75 hours)</td>
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<td>MAPP Academic Proficiency &amp; Progress Test (to be taken after completing 90 hours)</td>
<td>0</td>
</tr>
<tr>
<td>CL001</td>
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</tr>
<tr>
<td>CL002</td>
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</tr>
<tr>
<td>CL003</td>
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<tr>
<td>CL004</td>
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</tr>
<tr>
<td>Career Linkages Requirements</td>
<td>0</td>
</tr>
</tbody>
</table>

TECHNOLOGY MANAGEMENT CORE

(26 Hours, not counting 15 hours included in University Studies section)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 181/081/001 Basic Principles of Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>IM 102 Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>IM 301 Industrial Safety Supervision</td>
<td>3</td>
</tr>
<tr>
<td>IM 311 Statistical Process Control</td>
<td>3</td>
</tr>
<tr>
<td>IM 419 Industrial Supervision</td>
<td>3</td>
</tr>
<tr>
<td>IM 506 Projects in IET</td>
<td>3</td>
</tr>
<tr>
<td>MA 133 Plane Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MN 260 Technical Computer Programming Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

IT required courses included in University Studies section above: MA134, MN220, PG284, PH106, SW207, and UI410

COMPUTER AND MULTIMEDIA GRAPHICS OPTION (45 Hours)

Required:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GM 180 Introduction to Technical Graphics</td>
<td>3</td>
</tr>
<tr>
<td>GM 200 Vector and Bitmapped Graphics for Industry</td>
<td>3</td>
</tr>
<tr>
<td>GM 282 Vector Graphics</td>
<td>3</td>
</tr>
<tr>
<td>GM 320 Graphic User Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>GM 326 Interactive Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>GM 380 3D Modeling &amp; Animation Production</td>
<td>3</td>
</tr>
<tr>
<td>GM 385 HD Video for Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>GM 386 Interactive Multimedia and Animation</td>
<td>3</td>
</tr>
<tr>
<td>GM 480 3D Animation Pipeline</td>
<td>3</td>
</tr>
<tr>
<td>GM 490 Advanced Graphics Projects</td>
<td>3</td>
</tr>
<tr>
<td>PG 285 Commercial Photographic Lighting</td>
<td>3</td>
</tr>
<tr>
<td>PG 286 Commercial Studio Photography</td>
<td>3</td>
</tr>
<tr>
<td>PG 384 Commercial Photography I</td>
<td>3</td>
</tr>
<tr>
<td>TN 255 Microcomputer Maintenance &amp; Troubleshooting OR TN 275 Network Fundamentals</td>
<td>3</td>
</tr>
</tbody>
</table>
NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southeast Missouri State University

Program Title: Masters of Arts in Applied Behavior Analysis

Degree/Certificate: Masters of Arts in Applied Behavior Analysis

Options:

Delivery Site(s): Online

CIP Classification: 42.2814
Title: Applied Behavior Analysis.
Definition: A program that focuses on the application of principles of learning and behavior to enhance the development, abilities, and choices of children and adults; and that prepares individuals to address the behavioral needs of individuals, especially those with developmental disabilities and autism. Includes instruction in behavior analysis and learning, behavioral and functional assessment, developmental psychology, applied behavioral analysis in developmental disabilities and autism, applied behavioral analysis in mental health and aging, research methods, evaluation of interventions, and professional and ethical issues.

*CIP code can be cross-referenced with programs offered in your region on MDHE’s program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall 2015

Cooperative Partners:
*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Dr. William R. Edleman, Provost

<table>
<thead>
<tr>
<th>Name/Title of Institutional Officer</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie M. Severtson, Ph.D., BCBA-D, LBA</td>
<td>573-986-6892</td>
<td></td>
</tr>
<tr>
<td>Julie A. Ray, Ph.D.</td>
<td>573-651-2444</td>
<td></td>
</tr>
</tbody>
</table>

Person to Contact for More Information          Telephone
STUDENT ENROLLMENT PROJECTIONS

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Part Time</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total*</td>
<td>10</td>
<td>25 (Y1 + Y2)</td>
<td>30 (Y2 + Y3)</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

* The program is designed to complete in a 2-year (6-semester) time frame with all students enrolled from 6-7 credits per semester. With current resources, new students will only be able to enter in the Fall semesters. The “core” sequence of courses (16 credit hours) will be open for undergraduate students which is likely to increase the number of students enrolled in each of the 500 level courses that make up a portion of the courses in the ABA Master’s Program.

Please provide a rationale regarding how student enrollment projections were calculated: The Applied Behavior Analysis (ABA) Master’s Program is designed for students who will be employed at least part-time throughout during their enrollment. In the Fall 2014 and Spring 2015 semesters, a total of 23 students enrolled in the introductory ABA course (Currently CF 531, soon to be AB 531). Of these students, 4 have already moved forward to the second ABA course (Currently CF 532, soon to be AB 532), and 7 students are planning on completing the ABA Master’s Degree. Additionally, more than 15 students have contacted Dr. Severtson, expressing interest in earning a Master’s Degree in ABA, and of those 15, 6 have either begun the admissions process or have been admitted to the Graduate College, and 4 additional prospective students have indicated that they are planning applying before the end of the Spring 2015 semester. At this time, no strategic marketing for the ABA Master’s program has been completed, yet prospective students are discovering the courses through word of mouth or have contacted the University regarding their own interest without knowledge of the pending ABA Master’s program.

The Behavior Analyst Certification Board reports the pass rates for the BCBA exam for each university with a BACB approved course sequence. This report provides information about the location of the program, the number of first-time candidates who sat for the exam, and the pass rate for that year. This information also provides some indication of the number of students who have completed each program. In the most recent report, data were reported for the following universities which had both distance and campus ABA programs: Ball State University, Chicago School of Professional Psychology, Florida Institute of Technology, Southern Illinois State University (Carbondale), and the University of North Texas. The chart below demonstrates that 3 of the 4 of these universities had more students complete their distance BACB-approved course sequence than their on-campus programs.
Number of First-Time Candidates in 2013
(BACB, 2013)

<table>
<thead>
<tr>
<th>University</th>
<th>Campus</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago School of Professional Psychology</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>Florida Institute of Technology</td>
<td>29</td>
<td>566</td>
</tr>
<tr>
<td>Southern Illinois University – Carbondale</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>12</td>
<td>172</td>
</tr>
</tbody>
</table>

Many online ABA programs primarily provide the coursework required to sit for the BACB National Certification Exam; however, a much smaller number of online programs provide supervision for the full amount of required supervised fieldwork hours. The online ABA Master’s Program provided through Southeast Missouri State University is likely to be competitive with other online ABA programs because it will (a) be high-quality because in time, all of the courses will be meet internal Quality Matters review standards, (b) be low-cost for many students, particularly Missouri students, and (c) provide supervision for the full amount of required fieldwork hours, making all students who complete the program eligible to sit for the national certification exam.

Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:

According to the 2015 Insurance for Autism Treatment and Applied Behavior Analysis issued by the Missouri Department of Insurance, Financial Institutions & Professional Registration (DIFP), the number of Licensed Behavior Analysts (LBAs) and Assistant Behavior Analysts (LABAs) grew from 137 to 288 in 2015, which is an increase of 110%. The number of individuals diagnosed with an Autism Spectrum Disorder who are receiving ABA services covered by their insurance plans is 3,825, which is up from 2,508 in 2012, an increase of 53% in 3 years (DIFP, 2015). This does not include the number of children diagnosed with an ASD or another Developmental Disability who are receiving ABA services that are covered by other funding sources (e.g., Medicaid Waivers). Additionally, in July 2014, the Centers for Medicare & Medicaid Services (CMS) announced that it now advises state agencies to cover medically necessary treatments for children and young adults with ASD, which includes ABA treatments. Although coverage will vary from state to state, this announcement is likely an indication of expanding funding options for individuals with ASD nationwide. With 1 in 68 children having a diagnosis of ASD and 1 in 6 having a developmental disability (CDC, 2015), the need for ABA services from highly trained clinicians is likely to rise.
The Behavior Analyst Certification Board requires the training and experience for students to become eligible to sit for the BCBA Examination (BACB, 2012):

- **270 classroom hours of graduate-level instruction in the following areas (BACB, 2012):**
  - Ethical and Professional Conduct: 45 hours
  - Concepts and Principles of Behavior Analysis: 45 hours
  - Research Methods in Behavior Analysis
    - Measurement: 25 hours
    - Experimental Design: 20 hours
  - Applied Behavior Analysis
    - Fundamental Elements of Behavior Change & Specific Behavior Change Procedures: 45 hours
    - Identification of the Problem & Assessment: 30 hours
    - Intervention & Behavior Change Considerations: 10 hours
    - Behavior Change Systems: 10 hours
    - Implementation, Management and Supervision: 10 hours
  - Discretionary: 30 hours

- **Supervised Fieldwork Hours in at least one of these categories (BACB, 2014):**
  - Supervised Independent Fieldwork: 1500 hours
  - University Practicum: 1000 hours
  - University Intensive Practicum: 750 hours

- **Master’s Degree from an accredited university in one of the following areas:**
  - Behavior analysis
  - Education
  - Psychology
  - OR conferred in a degree program in which the candidate completed a BACB approved course sequence

A student completing an ABA Master's Degree Program at Southeast Missouri State University will meet all of these requirements.
PROGRAM STRUCTURE

A. Total credits required for graduation: 42

B. Residency requirements, if any: None

C. General education: Total credits: None

Courses (specific courses OR distribution area and credits):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 531</td>
<td>3</td>
<td>Basic Principles in Applied Behavior Analysis</td>
</tr>
<tr>
<td>AB 532</td>
<td>3</td>
<td>Methods for Studying the Behavior of Individuals</td>
</tr>
<tr>
<td>AB 533</td>
<td>3</td>
<td>ABA I: Skill Acquisition and Assessment</td>
</tr>
<tr>
<td>AB 534</td>
<td>3</td>
<td>ABA II: Function Based Assessment and Treatment of Challenging</td>
</tr>
<tr>
<td>AB 535</td>
<td>3</td>
<td>Special Topics in Applied Behavior Analysis</td>
</tr>
<tr>
<td>AB 601</td>
<td>3</td>
<td>Conceptual Topics in Behavior Analysis</td>
</tr>
<tr>
<td>AB 603</td>
<td>1</td>
<td>Intro Ethics and Professional Conduct in Applied Behavior Analysis</td>
</tr>
<tr>
<td>AB 604</td>
<td>1</td>
<td>Advanced Professional and Ethical Conduct of Behavior Analysts-I</td>
</tr>
<tr>
<td>AB 605</td>
<td>6</td>
<td>Intensive Practicum in Applied Behavior Analysis — I</td>
</tr>
<tr>
<td>AB 606</td>
<td>1</td>
<td>Advanced Professional and Ethical Conduct of Behavior Analysts — II</td>
</tr>
<tr>
<td>AB 607</td>
<td>6</td>
<td>Intensive Practicum in Applied Behavior Analysis — II</td>
</tr>
<tr>
<td>AB 608</td>
<td>6</td>
<td>Intensive Practicum in Applied Behavior Analysis — III</td>
</tr>
<tr>
<td>GR 698</td>
<td>0</td>
<td>Master’s Final Comprehensive Examination</td>
</tr>
</tbody>
</table>

D. Major requirements: Total credits: 39

E. Free elective credits: (Sum of C, D, and E should equal A.): 3 credits

Students may select 1 of any of these courses to meet the requirement of 3 Credit Hours of Elective

- CE 614: Family and School Collaboration
- CF506 Theories and Issues in Child Development
- CF512 Family and Community Resources
- CF520 Family Assessment
- CF630 Advanced Family Systems
- DS618 Environmental Design in Human Services
- EX 507 Family and The Exceptional Child
- EX 555 Introductions to Autism
- EX 601 Education Assessment Technology
- EX 693 Special Education and the Law
- HEE601 Sustainable Environments in Human Services
- PY 525 Maturing and Aging
- PY 555 Health Psychology
F. Requirements for thesis, internship or other capstone experience:
   - AB 532 Methods for Studying the Behavior of Individuals
   - AB 605 Intensive Practicum in Applied Behavior Analysis – I
   - AB 607 Intensive Practicum in Applied Behavior Analysis – II
   - AB 608 Intensive Practicum in Applied Behavior Analysis – III
   - GR 698 Master's Final Comprehensive Examination

G. Any unique features such as interdepartmental cooperation:
   Students are required to take 1 elective from another area of study. Those options are listed in section E above.
## FINANCIAL PROJECTIONS

<table>
<thead>
<tr>
<th></th>
<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><strong>1. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. One-time:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New/renovated space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultants</td>
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<td></td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total for One-time Expenditures</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>B. Recurring:</strong></td>
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</tr>
<tr>
<td>Faculty</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Staff</td>
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</tr>
<tr>
<td>Benefits</td>
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</tr>
<tr>
<td>Equipment</td>
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</tr>
<tr>
<td>Library</td>
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<td></td>
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</tr>
<tr>
<td>Other</td>
<td></td>
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<tr>
<td><strong>Total for Recurring Expenditures</strong></td>
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<tr>
<td><strong>TOTAL (A + B)</strong></td>
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</tr>
<tr>
<td><strong>2. Revenues</strong></td>
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<td></td>
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</tr>
<tr>
<td>*State Aid - CBHE</td>
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<td>*State Aid - DESE</td>
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<tr>
<td>Tuition/Fees</td>
<td>67,980</td>
<td>163,770</td>
<td>194,670</td>
<td>194,670</td>
<td>194,670</td>
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<tr>
<td>Institutional/Resources</td>
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<tr>
<td>Other</td>
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</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>67,980</td>
<td>163,770</td>
<td>194,670</td>
<td>194,670</td>
<td>194,670</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? Existing faculty will be used to teach the new courses, so no new expenditures will occur as a result of the development of this degree program.
PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Southeast Missouri State University
Program Name: Applied Behavior Analysis Master’s Program
Date: March 8, 2015

(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.)

1. 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.

   Cumulative Undergraduate GPA of 2.75

   - Characteristics of a specific population to be served, if applicable.
   The courses are open to students who have completed a bachelor’s degree in any major; however, most students will likely have majored in education or psychology.

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

   Coordinators of Approved Course Sequences must meet these BACB Requirements as of January 1, 2017:
   - Be employed full-time by the University
   - Hold a doctoral degree
   - Hold BCBA/BCBA-D certification

   Instructors of any of the ABA courses meet the following BACB requirements:
   1. Is a Board Certified Behavior Analyst (BCBA) or a Board Certified Behavior Analyst-Doctoral (BCBA-D)
   2. Has a Doctorate and meets eligibility requirements for the Coursework Option (self-assessment).
      The applicant must complete 270 classroom hours of graduate level instruction in the BCBA content areas
   3. Has a Doctorate and meets the eligibility requirements for the College Teaching Option (self-assessment). The applicant has completed a one-year, full-time faculty appointment at a college or university (as described in Section A above) during which the applicant: 1) taught classes on basic principles of behavior, single-subject research methods, applications of basic principles of behavior in applied settings, and ethical issues; and 2) conducted and published research in behavior analysis.
4. Is currently enrolled in a behavior-analytic Doctoral program at the applying university or a university with an BACB approved BCBA Course Sequence, and meets all program requirements except for the dissertation (Doctoral program status must be verified by a letter from the individual’s major advisor or department chair).

- 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. 85% of credit hours will be assigned to full time faculty members.

- Expectations for professional activities, special student contact, teaching/learning innovation. Faculty in this program are expected to do continued professional development activities relating to ASD, Developmental Disabilities, enhancing online instruction, and fieldwork supervision. Faculty will likely work collaboratively with the University Autism Center.

3. Enrollment Projections
- Student FTE majoring in program by the end of five years. 30 Part time students, taking 6-7 credit hours per semester, are expected to be majoring in the program by year 5. This includes students who began the program in year 4 (n=15), who complete the program at the end of year 5 and students who will begin the program in year 5 (n=15). This is the equivalent of 15 FTE students.

- Percent of full time and part time enrollment by the end of five years. 0% Full time, 100% part-time in this Master’s Program.

4. Student and Program Outcomes
- Number of graduates per annum at three and five years after implementation.
  Year 3: 15 students will graduate
  Year 5: 15 students will graduate

- Special skills specific to the program. Students in this program will develop assessment and intervention skills in applied behavior analysis that will allow them to work with individuals with ASD and other developmental disabilities of all ages across a variety of settings. Students will also be prepared to provide training and support to parents, caregivers, staff, and educators.

- Proportion of students who will achieve licensing, certification, or registration. It is estimated that 80% of graduates will achieve national certification through the Behavior Analyst Certification Board soon after graduation. Of these students, those who stay in Missouri are also likely to achieve state licensing.

All of the students who complete the Masters of Arts in Applied Behavior Analysis will be eligible to sit for the Behavior Analyst Certification Board Exam. Based on the pass rates reported by the BACB for online ABA programs, it is expected that at least 50% of students who sit for the exam will pass the exam on their first attempt. No data are available for pass rates of second and third exam attempts, but it is estimated that another
30% of graduates will achieve national certification after taking the exam up to three times, bringing the total to 80%. In the state of Missouri, the licensing requirements are similar to requirements of the BCBA credential; therefore, individuals who are Board Certified Behavior Analysts typically meet the licensing requirements of the state of Missouri. Other states have different licensing regulations.

- 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.

The nationally recognized assessment is the Behavior Analyst Certification Board exam. It is estimated that 80% of graduates from the program will pass the exam.

- Placement rates in related fields, in other fields, unemployed.
Although the U.S. Bureau of Labor and Statistics (2014) does not report specific statistics on Board Certified Behavior Analysts, the projected job growth for individuals in similar fields (e.g., Psychology) is 12% from 2012 to 2022.

- Transfer rates, continuous study.
One or more courses of equivalent content may be accepted for transfer credit from an institution that has a BACB-Approved Course Sequence. The student must provide his/her advisor with a copy of the course syllabus and BACB content grid for that institution in order for the course(s) to be considered for transfer.

5. Program Accreditation
- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide a rationale.
The ABA Master’s Program includes a course sequence that has been designed to meet the requirements of the Behavior Analyst Certification Board (BACB) for the BCBA and BCBA credentials. Additionally, the practicum courses offered in the program were designed to meet the BACB’s requirements for University Intensive Practicum. Dr. Severtson has already been appointed the BACB’s Approved Sequence Coordinator for Southeast Missouri State University. The new ABA courses will be submitted for review by the BACB by the end of March 2015.

6. Alumni and Employer Survey
- Expected satisfaction rates for alumni, including timing and method of surveys.
An alumni survey will be created and disseminated by the alumni office on an annual basis to survey the satisfaction of alumni. An 80% satisfaction rating is anticipated.

- Expected satisfaction rates for employers, including timing and method of surveys.
The Department of Early, Elementary, and Special Education will use information gathered by the alumni office to identify the employers of recent alumni (up to 3 years after graduation). A survey will be created and distributed to those employers to
determine their satisfaction with the employees that they have hired. An 80% satisfaction rating is anticipated.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Southeast Missouri State University has a history of providing Applied Behavior Analysis courses, and in fact was a BACB-Approved Provider for courses under the BACB Third Edition Task List. In 2013, a university ABA Task Force determined that there was enough student interest and community need to support the development of an ABA Master's Degree program.

References


FORMAT FOR PROPOSED MINOR

Department(s) of: Polytechnic Studies

Title of Minor: Cybersecurity for Business Systems

Goals and Objectives:
1. Goals:
   Program is designed to provide a basic understanding of the software and hardware frameworks of cyber systems and associated security concepts to complement degrees associated with business systems.

2. Objectives:
   • To provide a basic understanding of the hardware involved in networked systems
   • To provide a basic understanding of how software is constructed
   • To introduce concepts for securing digital resources
   • To understand how different data collection and visualization techniques are used for forensic analysis.

Competencies, Knowledge of Skills to be Achieved:
• Students will be able to successfully configure and troubleshoot routers in a network topology
• Students will be able to design, code, test, and debug software using accepted object-oriented software engineering principles
• Students will be able to correlate information assurance terminology to relevant aspects of a computing system
• Students will be able to identify proper cryptographic choices to suit the need of a computing system within the ambit of privacy concerns
• Students will be able to demonstrate ability to perform basic computer forensic investigation using software tools in an ethical way

Structure of the Minor:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>CS155</td>
<td>Computer Science I</td>
<td>3</td>
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<tr>
<td>TN275</td>
<td>Network Fundamentals</td>
<td>3</td>
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<tr>
<td>CY201</td>
<td>Introduction to Cybersecurity</td>
<td>3</td>
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<tr>
<td>UI3xx/CY3xx*</td>
<td>Digital Forensics</td>
<td>3</td>
<td></td>
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<tr>
<td>Choose 3 hours from:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CY320</td>
<td>Information Security in System Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MA464</td>
<td>Mathematical Cryptography</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 15
Education Curriculum Revisions to Align with State and National Requirement Changes

The College of Education has undergone significant curricular revision due to rules changes by the Missouri Board of Education. These mandates substantially changed the curriculum expectations and assessments for all programs related to teacher education.

These teacher education programs are:

- BME Music Education
- BSED Agricultural Education
- BSED Art Education
- BSED Biology Education / BSED Biology Education (Unified Science)
- BSED Business Education - Deletion of program
- BSED Chemistry Education
- BSED Chemistry Education (Unified Science) - Deletion of program
- BSED Early Childhood Education
- BSED Elementary Education
- BSED Exceptional Child Education
- BSED Mathematics Education
- BSED Middle School Education
- BSED Physical Education
- BSED Physics Education / Physics Education (Unified Science)
- BSED Secondary Education/English
- BSED Secondary Education/French
- BSED Secondary Education/German
- BSED Secondary Education/Social Studies
- BSED Secondary Education/Spanish
- BSED Technology and Engineering Education - includes Program Title Change
- BSFCSE Family and Consumer Sciences Education

Specifically four new assessments have been put in place: Missouri Educator Profile, Missouri General Education Assessment, Missouri Content Exams, and Missouri Preservice Teacher Assessment. In addition, new standards were put in place in both pedagogy and content coursework. These revisions address the new requirements for our teacher candidates. The new curriculum will be submitted to the Department of Elementary and Secondary Education for approval in June 2015.
BME Music Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   _____ Title change only
   _____ Combination program created out of closely allied existing programs
   _____ Option(s) added to existing program (attach curriculum for option)
   _____ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   _____ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   _____ Addition of free-standing single-semester certificate program
   _____ Delete program
   _____ Delete option
   _____ Place program on "Inactive Status" list
   _____ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Degree</td>
</tr>
<tr>
<td>Music Education</td>
<td>Bachelor of Music Education</td>
</tr>
<tr>
<td>- Instrumental</td>
<td></td>
</tr>
<tr>
<td>- Vocal</td>
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</tr>
</tbody>
</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer  Signature  Date

Dr. Kevin Hampton, Chairperson, Dept. of Music  573-651-2544
Person to Contact for More Information  Telephone Number

Proosed Program Changes to
BME Music Education: Instrumental Option, Voice Option
Southeast Missouri State University
Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Music Education. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE465
- The content courses for certification are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in English).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes proposed in the BME Music Education are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, and the Test Frameworks, while maintaining accreditation by the National Association of Schools of Music.
# Course Details of Program Changes: Bachelor of Music Education, K-12 (Instrumental)
## Southeast Missouri State University

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
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<tbody>
<tr>
<td><strong>Pedagogy</strong></td>
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</tr>
<tr>
<td>ME222 Principles of Teaching Music (2)</td>
<td>ME222 Principles of Teaching Music (3)</td>
</tr>
<tr>
<td>EY222 Development of the Adolescent (3)</td>
<td>EY222 Development of the Adolescent (3)</td>
</tr>
<tr>
<td>CD251 Intro to Technology (1)</td>
<td>SE310 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
</tr>
<tr>
<td>EF304 School &amp; Society (3)</td>
<td></td>
</tr>
<tr>
<td>ME271 Theories/Learning &amp; Management (2)</td>
<td>SE365 Pedagogy 2: Secondary School-Interdisciplinary Methods and Technology (4)</td>
</tr>
<tr>
<td>SE328 Fund of High School Education (3)</td>
<td>SE365 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
</tr>
<tr>
<td>SE325 Technology to Enhance Learning (2)</td>
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<tr>
<td>EX300 Psychology and Education of the Exceptional Child (3)</td>
<td>EX300 Psychology and Education of the Exceptional Child (3)</td>
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<tr>
<td>ME270 Field Experience Block II (3)</td>
<td>ME270 Field Experience Block II (3)</td>
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<tr>
<td>ME271 General Music Methods: Elem &amp; Sec (4)</td>
<td>ME271 General Music Methods: Elem &amp; Sec (3)</td>
</tr>
<tr>
<td>ME270 Field Experience Block III (1)</td>
<td>ME270 Field Experience Block III (1)</td>
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<tr>
<td>ME272 Techniques/Teaching Reading in Music (2)</td>
<td>ME272 Techniques/Teaching Reading in Music (3)</td>
</tr>
<tr>
<td>FY420 Seminar in Educational Issues for Student Teachers (1)</td>
<td>FY400 Seminar in Educational Issues (1)</td>
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<tr>
<td>SE463 Student Teaching Secondary (1-3) (6)</td>
<td>ME465 Middle and Secondary Student Teaching Field Experience (12)</td>
</tr>
<tr>
<td>SE464 Student Teaching Secondary (2nd) (6)</td>
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**Section Subtotal: 40**

<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>MM101 Theories of Music in Culture (3)</td>
<td>MM101 Theories of Music in Culture (3)</td>
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<tr>
<td>MM102 Basic Harmony &amp; Form (3)</td>
<td>MM102 Basic Harmony &amp; Form (3)</td>
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<tr>
<td>MM105 Aural Skills (1)</td>
<td>MM105 Aural Skills (1)</td>
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<tr>
<td>MM106 Aural Skills (1)</td>
<td>MM106 Aural Skills (1)</td>
</tr>
<tr>
<td>MM207 Aural Skills (1)</td>
<td>MM207 Aural Skills (1)</td>
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<tr>
<td>MM203 Adv Harmony, Form &amp; Counterpoint (3)</td>
<td>MM203 Advanced Harmony, Form &amp; Counterpoint (3)</td>
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<tr>
<td>MM204 Twentieth Century Techniques (3)</td>
<td>MM204 Twentieth Century Techniques (3)</td>
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<tr>
<td>MH251 History of Music to 1827 (6)</td>
<td>MH251 History of Music to 1827 (6)</td>
</tr>
<tr>
<td>MP1xx Applied Music (1+1)</td>
<td>MP1xx Applied Instrument (1+2); 1 total</td>
</tr>
<tr>
<td>MP2xx Applied Music (1+1)</td>
<td>MP2xx Applied Instrument (1+2); 4 total</td>
</tr>
<tr>
<td>MP3xx Applied Music (1+3)</td>
<td>MP3xx Applied Instrument (1+3); 4 total</td>
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<tr>
<td>MP4xx Applied Instrument (1)</td>
<td>MP4xx Applied Instrument (1)</td>
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<tr>
<td>MUI001 Piano Proficiency (0)</td>
<td>MUI001 Piano Proficiency (0)</td>
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<tr>
<td>MUI341 Basic Conducting (2)</td>
<td>MUI341 Basic Conducting (2)</td>
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<tr>
<td>ME250 Trumpet &amp; Horn Techniques (1)</td>
<td>ME250 Trumpet and Horn Techniques (1)</td>
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<tr>
<td>ME252 Flute &amp; Double Reed Tech (3)</td>
<td>ME252 Flute and Double Reed Tech (3)</td>
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<tr>
<td>ME253 Single Reed Techniques (1)</td>
<td>ME253 Single Reed Methods (1)</td>
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<tr>
<td>ME269 String Techniques (2)</td>
<td>ME269 String Techniques (2)</td>
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<td>ME261 Percussion Techniques (2)</td>
<td>ME261 Percussion Techniques (2)</td>
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<td>ME251 Trombone/Euphonium/Tuba Tech (1)</td>
<td>ME251 Trombone, Euphonium and Tuba Tech (1)</td>
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<tr>
<td>MUI344 Conducting/ Wind Lit (2)</td>
<td>MUI344 Conducting and Literature (2)</td>
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<tr>
<td>MUI3xx Instrumental Ensemble (7)</td>
<td>MUI386 or MUI391 or MUI392 Instrumental Ensemble (7)</td>
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<tr>
<td>ME372 Instrumental Techniques: Elem &amp; Sec (3)</td>
<td>ME372 Instrumental Techniques: Elem. &amp; Secondary (3)</td>
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<tr>
<td>ME252 Evolution of Musical Style Since 1827 (3)</td>
<td>ME252 Evolution of Musical Style Since 1827 (3)</td>
</tr>
<tr>
<td>MUI511 Functional Piano I (3) (Course may be waived based upon proficiency)</td>
<td>MUI511 Functional Piano I (3)</td>
</tr>
<tr>
<td>MUI512 Functional Piano II (3) (Course may be waived based upon proficiency)</td>
<td>MUI512 Functional Piano II (3)</td>
</tr>
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<td>MUI513 Functional Piano IV (3) (Course may be waived based upon proficiency)</td>
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<tr>
<td>MUI002 Sophomore Review (0)</td>
<td>MUI002 Sophomore Review (0)</td>
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<tr>
<td>MUI410 Recitals &amp; Concerts (seven seminars) (0)</td>
<td>MUI410 Recitals &amp; Concerts (seven seminars) (0)</td>
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<td>ME401 Senior Recital (0)</td>
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<td>ME450 Synth of Music Ed Method (2)</td>
<td>MUI450 Synth of Music Ed Method (2)</td>
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<tr>
<td>MUI400 Marching Band Techniques (1)</td>
<td>MUI400 Marching Band Techniques (2)</td>
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<tr>
<td>MUI220 Class Voice (2)</td>
<td>MUI220 Vocal Techniques (3)</td>
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<tr>
<td>UJS10 American Musical Experience (3)</td>
<td>UJS10/402 American Musical Experience and World Music will be blended into one course or operated as a merged course (3)</td>
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<tr>
<td>UI402 Music in World Cultures (3)</td>
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**Choose three hours from:**

- UI315 Computers & Computers in Music (3)
- UI392 The Age of Romanticism (3)
- UI393 The Age of Modernism (3)
- UI394 Music & Culture: 1000-1750 (3)
- UI396 The Age of Beethoven (3)
- UI397 Music in Medieval & Renaissance Culture (3)

**Total Program Hours: 115**

**Total Program Hours: 98-102**

**Section Subtotal: 58-62**
<table>
<thead>
<tr>
<th>Current Program</th>
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<tbody>
<tr>
<td>ME222 Principles of Teaching Music (2)</td>
<td>ME222 Introduction to Music Education (3)</td>
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<td>PY222 Development of the Adolescent (3)</td>
<td>PY222 Development of the Adolescent (3)</td>
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<td>FQ251 Intro to Technology (2)</td>
<td>SE350 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
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<td>EF304 School &amp; Society (2)</td>
<td>SE365 Pedagogy 2: Secondary School-Interdisciplinary Methods and Technology (4)</td>
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<tr>
<td>ME271 Theories/Learning &amp; Management (2)</td>
<td>SE365 Pedagogy 2: Secondary School-Interdisciplinary Methods and Technology (4)</td>
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<tr>
<td>SE308 Fund of High School Education (3)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<tr>
<td>SE275 Diversity in America's Schools (3)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<tr>
<td>SE300 Technology to Enhance Learning (2)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<td>ME270 Field Experience Block II (3)</td>
<td>ME270 Field Experience Block II (3)</td>
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<tr>
<td>ME371 General Music Methods: Elem &amp; Sec (4)</td>
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<tr>
<td>ME370 Field Experience Block III (1)</td>
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**Category Subtotal: 40**

**Content**

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<th>Course Code</th>
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<tbody>
<tr>
<td>MM101</td>
<td>Theories of Music in Culture (3)</td>
</tr>
<tr>
<td>MM102</td>
<td>Basic Harmony &amp; Form (3)</td>
</tr>
<tr>
<td>MM105</td>
<td>Aural Skills I (1)</td>
</tr>
<tr>
<td>MM106</td>
<td>Aural Skills II (1)</td>
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<tr>
<td>MM207</td>
<td>Aural Skills III (1)</td>
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<tr>
<td>MM203</td>
<td>Advanced Harmony, Form &amp; Counterpoint (3)</td>
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<tr>
<td>MM204</td>
<td>Twentieth Century Techniques (3)</td>
</tr>
<tr>
<td>MH251</td>
<td>History &amp; Literature of Music to 1827 (3)</td>
</tr>
<tr>
<td>MP 1xx</td>
<td>Applied Music (1-2)</td>
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<td>MP 2xx</td>
<td>Applied Music (1-2)</td>
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<td>Applied Music (1-4)</td>
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<tr>
<td>MU 001</td>
<td>Piano Proficiency (0)</td>
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<tr>
<td>MU341</td>
<td>Basic Conducting (2)</td>
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<tr>
<td>MU242</td>
<td>Vocal Pedagogy (2)</td>
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<tr>
<td>MU340</td>
<td>Pedagogy: Applied Area (2)</td>
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<tr>
<td>MU224</td>
<td>Singer's Diction I (1)</td>
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<td>MU124</td>
<td>Singer's Diction II (1)</td>
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<td>ME443</td>
<td>Choral Literature (2)</td>
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<tr>
<td>MU389 or MU394 or MU397</td>
<td>Choral Ensemble (1)</td>
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<td>ME 327</td>
<td>Instrumental Techniques: Elem &amp; Sec (3)</td>
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<td>ME 373</td>
<td>Choral Techniques: Elementary and Secondary (3)</td>
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<td>MU151</td>
<td>Functional Piano I (1)</td>
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<td>MU152</td>
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<td>MU253</td>
<td>Functional Piano III (1)</td>
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<tr>
<td>MU254</td>
<td>Functional Piano IV (1)</td>
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<tr>
<td>ME252</td>
<td>Evolution of Musical Style Since 1827 (3)</td>
</tr>
<tr>
<td>MM208</td>
<td>Aural Skills IV (1)</td>
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<tr>
<td>ME 450</td>
<td>Synth of Music Ed Method (2)</td>
</tr>
<tr>
<td>MU002</td>
<td>Sophomore Review (0)</td>
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<tr>
<td>MU 110</td>
<td>Recitals &amp; Concerts (seven semesters) (0)</td>
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<tr>
<td>ME 004</td>
<td>Senior Recital (0)</td>
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<td>MP 211</td>
<td>Applied Piano (1-3)</td>
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<tr>
<td>MU 343</td>
<td>Conducting/Choral Lit (3)</td>
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<tr>
<td>ME473</td>
<td>Techniques of Teaching Choral Literacy (3)</td>
</tr>
<tr>
<td>UI 310</td>
<td>American Musical Experience (3)</td>
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<tr>
<td>UI 402</td>
<td>Music in World Cultures (3)</td>
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<td>UI 315</td>
<td>Electronics &amp; Computers in Music (3)</td>
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<tr>
<td>UI 392</td>
<td>The Age of Romanticism (3)</td>
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<td>UI 393</td>
<td>The Age of Modernism (3)</td>
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<tr>
<td>UI 394</td>
<td>Music &amp; Culture: 1600-1750 (3)</td>
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<td>UI 396</td>
<td>The Age of Beethoven (3)</td>
</tr>
<tr>
<td>UI 397</td>
<td>Music in Medieval &amp; Renaissance Culture (3)</td>
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</tbody>
</table>

**Category Subtotal: 59-63**

**Total Program Hours:** 114

**Total Program Hours:** 99-103
BSED Agricultural Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University.

2. Type of Program Change (Check all that apply to same program)
   ___ Title change only
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH) Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ X Place program on “Inactive Status” list
   ___ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

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<tr>
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<th>Program after the Proposed Change</th>
</tr>
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<tbody>
<tr>
<td>Title</td>
<td>Degree</td>
</tr>
<tr>
<td>Agricultural</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>Education</td>
<td>in Education</td>
</tr>
</tbody>
</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: August 1, 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer Signature Date

W. David Mauk, Dept. of Agriculture 573-651-2795
Person to Contact for More Information Telephone Number
Proposed Program Changes to
BSED Agricultural Education
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Secondary Education Agricultural Education. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE465)
- The content courses for certification are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in English).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes proposed in the BSED Agricultural Education are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, and the Test Frameworks.
**Course Details of Program Changes: B.S. Ed. in B.S. Ed. in Agricultural Education, 9-12**

**Southeast Missouri State University**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
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<tbody>
<tr>
<td><strong>Pedagogy</strong></td>
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<td>SE305 Secondary Block II Field Experience (2)</td>
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<td>SE 317 Methods of Teaching Agriculture (3)</td>
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<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<td><strong>Content</strong></td>
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<td>AY101 Animal Science (3)</td>
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<td>AY 105 Animal Science Experiences (2)</td>
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<td>AO215/015 Soils (3)</td>
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<td>AG 303 Agricultural Mechanization (3)</td>
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<td>AO 120 Plant Science (3)</td>
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<td>AO125 Plant Science Lab (1)</td>
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<td>AG 355 Agricultural Seminar (1)</td>
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<td>AD 101 Intro to Microcomputer Applications (3)</td>
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<td>CH 181 Basic Principles of Chemistry (5)</td>
<td>CH 181 Basic Principles of Chemistry (5) OR CH 185 General Chemistry (5)</td>
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<td>AG 201 World Food and Society (2)</td>
<td>AG 201 World Food and Society (3)</td>
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<tr>
<td>UI 436 Agricultural Ethics (3)</td>
<td>UI 436 Agricultural Ethics (3)</td>
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<tr>
<td>UI 344 Plants and Humanities (3)</td>
<td>UI 344 Plants and Humanities (3)</td>
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<tr>
<td>AG 302 Agricultural Education Planning (3)</td>
<td>AG 302 Agricultural Education Planning (3)</td>
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<tr>
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<td>MA 134 College Algebra (3)</td>
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</table>

**Total Program Hours: 95**

**Total Program Hours: 101**
BSED Art Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   ___ Title change only
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ Place program on “Inactive Status” list
   ___X Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

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<td>Title</td>
<td>Degree</td>
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<td>Art Education</td>
<td>BSED</td>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION

Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer                            Signature          Date

Ms. Caroline Kahler, Dept. Chair, Art                            573-651-2143

Person to Contact for More Information                            Telephone Number
Proposed Program Changes to
BSED Art Education, K-12
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE) and to align with NASAD standards.

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for BSED Art Education, K-12. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 350, SE 355, SE 365, SE 307, SE 380, SE 385, SE 315, EX 390 and SE 465.
- The content courses for certification (Art) are carefully selected and aligned with the Missouri’s Test Frameworks.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in Art). Accordingly, the Art and New Technology course (AR 323) or AW845 Computer Workshop was added to address the technology content. These are existing courses in the Department of Art Curriculum.
- The Department of Art has also revised the existing required AR104, 2-D Design to meet the Artistic expression requirement for University Studies and the professional art education requirement.
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience, which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Art Education, K-12 are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and the NSTA.
### Course Details of Program Changes: B.S. Ed. in Art Education, K-12

#### Southeast Missouri State University

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<td>SE307 Reading and Writing in the Content Area (3)</td>
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<td>EF400 Seminar in Educational Issues (1)</td>
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<td>SE3XX Special Subject Techniques Course (3)</td>
<td>SE 465 Middle and Secondary Student Teaching Field Experience (12)</td>
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<td>SE370 Secondary Block III Field Experience (2)</td>
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<td>SF464 Student Teaching Secondary (2nd) (6)</td>
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<td><strong>Content</strong></td>
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<tr>
<td>AH110 Art History Survey I (3)</td>
<td>AR104 2D Design (3)</td>
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<td>AH210 Art History Survey II (3)</td>
<td>AR100 Drawing I (3)</td>
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<td>AH3xx-5xx Art History (6)</td>
<td>AR201 Color Composition (3)</td>
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<td>AR001 Foundation Review (0)</td>
<td>AR001 Foundation Review (0)</td>
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<td>AR100 Drawing I (3)</td>
<td>AR342 Ceramics (3) or AR841 Raku Workshop</td>
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<td>AR104 Design Foundations (3)</td>
<td>AR106 Three Dimensional Foundations (3)</td>
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<td>AR106 3D Foundations (3)</td>
<td>AR330 Fibers (3) or AR847 Fibers Workshop</td>
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<td>AR201 Color Composition (3)</td>
<td>AH110 Art History Survey I (3)</td>
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<tr>
<td>AR202 Drawing II (3)</td>
<td>AR202 Drawing II (3)</td>
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<tr>
<td>AR270 Art for the Elementary Teacher (3)</td>
<td>AR332 Sculpture (3) or AW841 Welded Workshop</td>
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<td>AR330 Fibers I (3)</td>
<td>AR325 Painting I (3) or AW851 Painting Workshop</td>
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<td>AR332 Sculpture I (3)</td>
<td>AR323 Art and New Technology (3) or AW845 Computer Art</td>
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<td>AR342 Ceramics I (3)</td>
<td>AR270 Art for the Elementary Teacher (3)</td>
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<td>AR325 Painting (3)</td>
<td>AH210 Art History Survey II (3)</td>
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<tr>
<td>AR302 Printmaking (3) OR</td>
<td>AR302 Printmaking (3) OR</td>
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<tr>
<td>AR303 Screenprinting (3) OR</td>
<td>AR303 Screenprinting (3) OR</td>
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<tr>
<td>AR501 Intaglio Printmaking (3) OR</td>
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<td>AR502 Litho Printmaking (3)</td>
<td>AR502 Litho Printmaking (3)</td>
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<td>Upper Division Art Electives (3-9)</td>
<td>UI461 Issues in Modern Art (3)</td>
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<td>UI337 Issues in Modern Architecture (3)</td>
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**Total Program Hours: 92 - 98**
BSED Biology Education / Biology Education (Unified Science)

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University.
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   □ Title change only
   □ Combination program created out of closely allied existing programs
   □ Option(s) added to existing program (attach curriculum for option)
   □ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   □ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   □ Addition of free-standing single-semester certificate program
   □ Delete program
   □ Delete option
   □ Place program on “Inactive Status” list
   □ Other (attach description)

a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
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<td>Biology</td>
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<tr>
<td>Secondary Education/Biology (Unified Science)</td>
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<td>(Unified Science)</td>
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3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer Signature Date

Dr. James Champine, Chairperson, Department of Biology (573) 651-2170
Person to Contact for More Information Telephone Number
Proposed Program Changes to
BSED Secondary Education/Biology
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Secondary Education/Biology. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE465
- The content courses for certification are carefully selected and aligned with the Missouri’s Test
- Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in English).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Secondary Education/Biology are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA , Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and NSTA.
**Course Details of Program Changes: B.S. Ed. in Secondary Education/Biology Education, 9-12**

**Southeast Missouri State University**

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<tr>
<td>BI151 Biological Reasoning (3)</td>
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<td>BI153 Intro to Organismal Biology (4)</td>
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<td>BI154 Genetics and Cell Biology (4)</td>
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<td>BI200 General Microbiology (3)</td>
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<td>BI489 Analysis of Biological Issues (2)</td>
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<td>MA132 Plane Trigonometry (3)</td>
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<td>MA134 College Algebra (3)</td>
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<td>UI422 Scientific Reasoning (3)</td>
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<td>Choose 6 hours Biology electives—BI/BO/ZO 300 level or higher</td>
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<td>BS105 Environmental Biology (3) OR BS132 General Ecology (3)</td>
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<tr>
<td>BS113 Anatomy &amp; Physiology I (4) AND BS114 Anatomy &amp; Physiology II (4) OR Choose 6 hours Biology electives—BI/BO/ZO 300 level or higher (One course must be BO or ZO prefix if BS 113/BS 114 are not chosen)</td>
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<td>PH112 Intro Physics II (5)</td>
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<td>CH181 Basic Principles of Chemistry (5) OR CH185 General Chemistry (5) AND CH186 Found of Inorganic Chem (3)</td>
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<td>GO110 Physical Geology (3) OR GO220 Meteorology (3) OR GO320 Oceanography (3) OR UI318 Earth Science: Proc Approach (3)</td>
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**Total Program Hours: 93-109**
Proposed Program Changes to
BSED Secondary Education/Biology (Unified Science), 9-12
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Secondary Education/Biology (Unified Science), 9-12. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE 465
- The content courses for certification are carefully selected and aligned with the Missouri’s Test
- Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 add your reading course number) and Struggling
- Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
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- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Secondary Education/Biology (Unified Science), 9-12 are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and NSTA.
# Course Details of Program Changes: B.S. Ed. in Secondary Education/Biology (Unified Science), 9-12

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<tr>
<td>SE463 Student Teaching Secondary (1st) (6)</td>
<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
</tr>
<tr>
<td>SE464 Student Teaching Secondary (2nd) (6)</td>
<td>SE 465 Middle and Secondary Student Teaching Field Experience (12)</td>
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## Content

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
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<tbody>
<tr>
<td>UI422 Scientific Reasoning (3)</td>
<td>UI422 Scientific Reasoning (3)</td>
</tr>
<tr>
<td>BS113 Anatomy &amp; Physiology I (4)</td>
<td>BS113 Anatomy and Physiology I (4)</td>
</tr>
<tr>
<td>CH185 General Chemistry (5)</td>
<td>CH185/085/095 General Chemistry (5)</td>
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<tr>
<td>PH120/020 Introductory Physics I (5)</td>
<td>PH120/020 Introductory Physics I (5)</td>
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<td>PH121/021 Introductory Physics II (5)</td>
<td>PH121/021 Introductory Physics II (5)</td>
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<td>GE110 Physical Geology (3)</td>
<td>GE110 Physical Geology (3)</td>
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<tr>
<td>BI200 General Microbiology (3)</td>
<td>BI318 Earth Science: A Process Approach (3)</td>
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<tr>
<td>BI332 General Ecology (3)</td>
<td>BI322 General Ecology (3)</td>
</tr>
<tr>
<td>BI151 Biological Reasoning (3)</td>
<td>BI151 Biological Reasoning (3)</td>
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<tr>
<td>BI153 Intro to Organismal Biology (4)</td>
<td>BI153 Intro. to Organismal Biology (4)</td>
</tr>
<tr>
<td>BI154 Genetics and Cell Biology (4)</td>
<td>BI154 Genetics and Cell Biology (4)</td>
</tr>
<tr>
<td>BI489 Analysis of Biological Issues (2)</td>
<td>BI489 Analysis of Biological Issues (includes ecological impacts of humans) (2)</td>
</tr>
<tr>
<td>BS114 Anatomy &amp; Physiology II (4)</td>
<td>BS114/014 Anatomy and Physiology I (4)</td>
</tr>
<tr>
<td>CH186 Foundations of Inorganic Chemistry (3)</td>
<td>CH186 Foundations of Inorganic Chemistry (3)</td>
</tr>
<tr>
<td>MA 134 College Algebra (3)</td>
<td>MA134 College Algebra (3)</td>
</tr>
<tr>
<td>MA 133 Plane Trigonometry (3)</td>
<td>MA133 Trigonometry (3)</td>
</tr>
<tr>
<td>GO220 Meteorology (3)</td>
<td>BI200 Microbiology (3)</td>
</tr>
<tr>
<td>GO320 Oceanography (3)</td>
<td>BI405 Engineering in Science Education (1)</td>
</tr>
<tr>
<td>6 hours Biology electives—BI/BO/ZO 300 level or higher (6) (One course must be BO or ZO prefix if BS 113/BS 114 are not chosen)</td>
<td>6 hours Biology electives—BI/BO/ZO 300 level or higher (6) (One course must be BO or ZO prefix if BS 113/BS 114 are not chosen)</td>
</tr>
</tbody>
</table>

**Total Program Hours: 113** **Total Program Hours: 111**
BSED Business Education – Deletion

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   - Title change only
   - Combination program created out of closely allied existing programs
   - Option(s) added to existing program (attach curriculum for option)
   - Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   - Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   - Addition of free-standing single-semester certificate program
   - Delete program
   - Delete option
   - Place program on “Inactive Status” list
   - Other (attach description)

d) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
e) In the right section, place the program (and options) as they would appear after changes have been approved.
f) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
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<tbody>
<tr>
<td>Title</td>
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<tr>
<td>Business</td>
<td>BSED</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.

Rationale for Change:
The BSED Business Education program has been low enrolled for a number of years, and while visiting the curriculum revisions in all secondary education programs, the Donald L. Harrison College of Business and the College of Education agreed that the program should be terminated.

4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION

Dr. William R. Eddleman, Provost

<table>
<thead>
<tr>
<th>Name / Title of Institutional Officer</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Simin Cwick, Dept. Chair, Middle &amp; Secondary Education</td>
<td>573-651-5965</td>
<td></td>
</tr>
</tbody>
</table>

Person to Contact for More Information

Telephone Number
**BSED Chemistry Education**

**BSED Chemistry Education (Unified Science) – Deletion of Program**

**PROGRAM CHANGE FORM**

1. Submitted by: Southeast Missouri State University.

2. Type of Program Change (Check all that apply to same program)
   
   _____ Title change only
   
   _____ Combination program created out of closely allied existing programs
   
   _____ Option(s) added to existing program (attach curriculum for option)
   
   _____ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   
   _____ Addition of one-year certificate program (C1) developed from existing parent degree
   
   _____ Addition of free-standing single-semester certificate program
   
   **X** Delete program (Secondary Education/Chemistry (Unified Science))

   Delete option

   _____ Place program on "Inactive Status" list

   **X** Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.

   b) In the right section, place the program (and options) as they would appear after changes have been approved.

   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Degree</strong></td>
</tr>
<tr>
<td>Secondary</td>
<td>Bachelor of Science in Education</td>
</tr>
<tr>
<td>Education/Chemistry</td>
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</tr>
<tr>
<td>(Unified Science)</td>
<td>Bachelor of Science in Education</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td><strong>Degree</strong></td>
</tr>
<tr>
<td>Secondary</td>
<td>Bachelor of Science in Education</td>
</tr>
<tr>
<td>Education/Chemistry</td>
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</table>

3. Attach a copy of "before and after" curriculum, as applicable, and a rationale for the proposed change.

4. Intended date of program change, additional options, or "Inactive Status": **August 1, 2015**

**AUTHORIZATION**

Dr. William R. Eddleman, Provost

<table>
<thead>
<tr>
<th>Name / Title of Institutional Officer</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dr. Philip Crawford, Chairperson, Department of Chemistry</td>
<td>573-651-2166</td>
<td></td>
</tr>
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Person to Contact for More Information | Telephone Number |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>
Proposed Program Changes to
BSED Secondary Education/Chemistry
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Secondary Education/Chemistry. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE465
- The content courses for certification Chemistry are carefully selected and aligned with the Missouri’s Test
- Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in English).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Secondary Education/Chemistry are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and NSTA.
## Course Details of Program Changes: B.S. Ed. in Secondary Education/Chemistry, 9-12

**Southeast Missouri State University**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
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<tbody>
<tr>
<td><strong>Pedagogy</strong></td>
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</tr>
<tr>
<td>ED250 Intro to Teaching (2)</td>
<td>ED280 Introduction to Education as a Profession (3)</td>
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<tr>
<td>PY222 Development of the Adolescent (3)</td>
<td>PY222 Development of the Adolescent (3)</td>
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<tr>
<td>ED251 Intro to Technology (2)</td>
<td>SE350 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
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<tr>
<td>EF304 School &amp; Society (2)</td>
<td>SE350 Pedagogy 2: Secondary School-Interdisciplinary Methods and Technology (4)</td>
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<tr>
<td>SE306 Theories of Learning &amp; Management (2)</td>
<td>SE350 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<tr>
<td>SE308 Fund of High School Education (3)</td>
<td>SE355 Field Experience 2 (3)</td>
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<tr>
<td>SE275 Diversity in America's Schools (3)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<tr>
<td>SE300 Technology to Enhance Learning (2)</td>
<td>SE355 Field Experience 2 (3)</td>
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<tr>
<td>SE305 Secondary Block II Field Experience (2)</td>
<td>SE380 Advanced Field Experience (3)</td>
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<td>SE370 Secondary Block III Field Experience (2)</td>
<td>SE380 Advanced Field Experience (3)</td>
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<tr>
<td>SE320 Techniques of Teaching Science (3)</td>
<td>SE320 Techniques of Teaching Science (3)</td>
</tr>
<tr>
<td>SE307 Teaching Reading/Secondary School (2)</td>
<td>SE307 Content Literacy Methods for Middle and High School (3)</td>
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<tr>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<tr>
<td>EF400 Seminar in Educational Issues for Student Teachers (1)</td>
<td>EF400 Seminar in Educational Issues (1)</td>
</tr>
<tr>
<td>SE463 Student Teaching Secondary (1st) (6)</td>
<td>SE 465 Middle and Secondary Student Teaching Field Experience (12)</td>
</tr>
<tr>
<td>SE464 Student Teaching Secondary (2nd) (6)</td>
<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<tr>
<td><strong>Content</strong></td>
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</tr>
<tr>
<td>UI422 Scientific Reasoning (3)</td>
<td>UI422 Scientific Reasoning (3)</td>
</tr>
<tr>
<td>CH186 Foundations of Inorganic Chemistry (3)</td>
<td>CH186 Foundations of Inorganic Chemistry (3)</td>
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<tr>
<td>CH271 Foundations of Analytical Chemistry (5)</td>
<td>CH271 Foundations of Analytical Chemistry (5)</td>
</tr>
<tr>
<td>CH341/CH342 Foundations of Organic Chemistry with lab (3)</td>
<td>CH341/CH342 Foundations of Organic Chemistry with lab (3)</td>
</tr>
<tr>
<td>CH185 General Chemistry (5)</td>
<td>CH185 General Chemistry (5)</td>
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<tr>
<td>UI331 Foundations of Biochemistry (3)</td>
<td>UI331 Foundations of Biochemistry (3)</td>
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<tr>
<td>CH187 Inorganic Chemistry and Qualitative Analysis Lab (2)</td>
<td>CH187 Inorganic Chemistry and Qualitative Analysis Lab (2)</td>
</tr>
<tr>
<td>BS106 Biology for Living (3) OR</td>
<td>BS106 Biology for Living (3) OR</td>
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<tr>
<td>BS218 Bio Science: A Process Approach (3)</td>
<td>BS218 Bio Science: A Process Approach (3)</td>
</tr>
<tr>
<td>PH120 Introductory Physics I (5) AND</td>
<td>PH120 Introductory Physics I (5)</td>
</tr>
<tr>
<td>PH121 Introductory Physics II (5) OR</td>
<td>PH121 Introductory Physics II (5) OR</td>
</tr>
<tr>
<td>PH230 General Physics I (5) AND</td>
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</tr>
<tr>
<td>PH231 General Physics II (5)</td>
<td>PH231 General Physics II (5)</td>
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<tr>
<td>Choose one of the following:</td>
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<tr>
<td>GO110 Physical Geology (3) GO220 Meteorology (3)</td>
<td>GO110 Physical Geography OR (3)</td>
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<tr>
<td>GO320 Oceanography (3)</td>
<td>GO220 Meteorology (3) OR</td>
</tr>
<tr>
<td>UI318 Earth Science: Process Approach (3)</td>
<td>GO320 Oceanography (3) OR</td>
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<tr>
<td>Choose one of the following:</td>
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<tr>
<td>BS132 General Ecology (3)</td>
<td>BS132 General Ecology OR (3)</td>
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<tr>
<td>BS105 Environmental Biology (3)</td>
<td>BS105 Environmental Biology (3) OR</td>
</tr>
<tr>
<td>CH340/CH345 Environmental Chemistry (3)</td>
<td>CH340/CH345 Environmental Chemistry (3) OR</td>
</tr>
<tr>
<td>GO150 Earth Science: Environmental Hazards (3)</td>
<td>GO150 Earth Science: Environmental Hazards (3) OR</td>
</tr>
<tr>
<td>GO305 Environmental Geoscience (3)</td>
<td>GO305 Environmental Geoscience (3) OR</td>
</tr>
<tr>
<td>UI360 Recycling &amp; Waste Management (3)</td>
<td>UI360 Recycling and Waste Management (3) OR</td>
</tr>
<tr>
<td>UI372 Earthquakes &amp; Society (3)</td>
<td>UI372 Earthquakes and Society (3)</td>
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<tr>
<td>UI443 Professional Experience in Chemistry (3)</td>
<td>UI443 Professional Experience in Chemistry (3)</td>
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<tr>
<td>MA134 College Algebra (3)</td>
<td>MA134 College Algebra (3)</td>
</tr>
<tr>
<td>MA139 Applied Calculus (3)</td>
<td>MA139 Applied Calculus (3)</td>
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<tr>
<td>CH311 Foundations of Physical Chemistry (4)</td>
<td>CH340/CH405 Engineering in Science Education (1)</td>
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<tr>
<td>CH313 Physical Chemistry Lab (3)</td>
<td>CH306 Survey of Physical Chemistry (3)</td>
</tr>
<tr>
<td><strong>Total Program Hours: 105</strong></td>
<td><strong>Total Program Hours: 100</strong></td>
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BSED Early Childhood Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   ___ Title change only
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ Place program on “Inactive Status” list
   ___ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>Degree</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Bachelor of Science in Education</td>
</tr>
</tbody>
</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost
Name / Title of Institutional Officer Signature Date

Dr. Julie Ray, Chairperson, Dept. of Elem., Early, & Special Educ. (573) 651-2122
Person to Contact for More Information Telephone Number
Board of Regents
Motion Consideration Form (Academic Program Changes)
May 8, 2015
Page 53 of 109

Proposed Program Changes to
BSED Early Childhood Education
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Early Childhood Education. The major changes include:

- Program is reduced from 133 credit hours to 127 hours.
- Program includes an add-on certification in Elementary Education, with the successful completion of the Elementary Education content licensure exam. (This is an option in the current program.)
- 3 courses taken prior to admission to the College of Education were significantly revised (CF/PY120, MA118, MA418); 9 education courses were significantly revised (EL314, EL316, EL317, EL354, EL355, CE330, CE365, CE366, CE370), and 6 new education courses were created (ED280, CE364, EL300, EL410, EL430, CE480). 51% of this proposed program is new or revised coursework.
- The program has a stronger emphasis on working with students with special needs and English Language Learners, as required by the new MoSPE requirements (CE370, CE530, EL410, EL430).
- Early childhood courses were revised to meet the new requirement for competencies in program management and environmental organization (CE366 and CE330).
- CF 280 Learning Theory: Preschool was replaced by a 12 hour block of courses that include a 75 clock hour field experience in preschool (CE330, CE366, CE364, CE365).
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UI506).
- The current program has one UI3XX level class (UI308), instead of two, based upon the current campus discussion of revisions of the University Studies requirements. The UI4XX requirement will be satisfied by UI506.
- The current program includes the equivalent of 12 credit hours of field experience prior to student teaching. The new certification requirements only require 2 credit hours of pre-student teaching field experience. Faculty wish to retain the field-based philosophy of the program, but reduced the pre-student teaching field experience hours to the equivalent of 9 credit hours. The age/grade ranges remain the same.

Rationale for the Changes:
These changes are proposed in the Early Childhood program to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare early childhood majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the Early Childhood and Elementary Education Content exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.

The program exceeds 120 credit hours due to meeting the certification requirements of both Early Childhood (Birth – 3rd gr.) and the add-on Elementary Education (Grades 1 – 6) certificate. However, these course requirements would be the same for an Early Childhood certificate only. Since the Early Childhood certificate includes Grades 1 – 3, faculty believe these courses are needed to prepare candidates to work in both an early childhood setting and the primary grades.

The 127 credit hours are also required to insure that the program meets the National Association for the Education of Young Children (NAEYC) Specialty Program Accreditation.
<table>
<thead>
<tr>
<th>Current Curriculum</th>
<th>Proposed Curriculum</th>
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<tbody>
<tr>
<td><strong>Course # - Title</strong></td>
<td><strong>Credit Hr</strong></td>
</tr>
<tr>
<td>UI 100 - First Year Seminar</td>
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<tr>
<td>ED 250 - Introduction to Teaching</td>
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<tr>
<td>ED 251 - Integrating Technology into the Classroom</td>
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<tr>
<td>EL 274 - Diversity in American Schools</td>
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<tr>
<td>CF 120/120.PY - The Child</td>
<td>3</td>
</tr>
<tr>
<td>CF 124 - Children's Health, Nutrition, &amp; Safety</td>
<td>3</td>
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<tr>
<td>CF 300 - Parent Education and Lab</td>
<td>3</td>
</tr>
<tr>
<td>CF 285 - Learning Theory &amp; Application: Infant &amp; Toddler</td>
<td>3</td>
</tr>
<tr>
<td>EN 100 - English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EN 140 - Rhetoric and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>LI 243 - Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>BS 118 - Intro to Process Science</td>
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</tr>
<tr>
<td>BS 218 - Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>PH 218 - Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>UI 318 - Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>MA 101/102</td>
<td>3</td>
</tr>
<tr>
<td>MA 118 - Numbers and Operations for Educators</td>
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<tr>
<td>MA 230 or MA 318 or MA 418 (if adding Elem. Ed. certification)</td>
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</tr>
<tr>
<td>EC 101 Economic Problems and Policies or AG 201 - World Food and Society</td>
<td>3</td>
</tr>
<tr>
<td>PS 103 - Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>SC 105 - Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>US 105 - American History I or II</td>
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<tr>
<td>UI 308 or UI 308 Cultural &amp; Physical Landscapes</td>
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<td>UI 4XX</td>
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<td>MU 356 - Music Skills for Elementary Teachers</td>
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<td>EL 319 - Children and the Arts</td>
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<td>CF 233 - Creative Thought &amp; Expression in Children</td>
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<tr>
<td>EF 304 School and Society</td>
<td>2</td>
</tr>
<tr>
<td>EL 314 - Literacy Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>EL 315 - Theories of Learning and Management</td>
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<tr>
<td>EL 316 - Foundations of Reading Techniques</td>
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<tr>
<td>EL 317 - Intermediate and Middle School Literacy Instruction</td>
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<tr>
<td>CE 330 - Classroom Management</td>
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<tr>
<td>CE 330 - Classroom Management and Environmental Organization</td>
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<tr>
<td>CE 340 Family School Collaboration</td>
<td>3</td>
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<tr>
<td>CE 365 - Connecting Assessment and Curriculum Early Years</td>
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<tr>
<td>CE 366 - Developing Curriculum in Early Childhood Education</td>
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<tr>
<td>CE 366 - Developing Curriculum, Theory and Program Management in EC (includes PreK field exp.)</td>
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<tr>
<td>CE 368 - Early Childhood Field Experience</td>
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<td>CE 369 - Language Acquisition of the Young Child</td>
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<td>EL 350 - Elementary Block III Field</td>
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<td>EL 351 - Techniques of Teaching Science</td>
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<tr>
<td>EL 352 - Techniques of Teaching Social Studies</td>
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<tr>
<td>CE 350 - Foundations of Early Childhood Special Education</td>
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<tr>
<td>EL 353 - Techniques of Teaching Math</td>
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<td>EL 354 - Corrective Reading Instruction</td>
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<td>EL 355 Reading in the Content Area (If adding Elem. Ed. certification)</td>
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*Students with less than 22 on ACT math sub-score must also take MA 018 (1 cr.) lab support.*

Total: 133
BSED Elementary Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   ____ Title change only
   ____ Combination program created out of closely allied existing programs
   ____ Option(s) added to existing program (attach curriculum for option)
   ____ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ____ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ____ Addition of free-standing single-semester certificate program
   ____ Delete program
   ____ Delete option
   ____ Place program on “Inactive Status” list
   ____ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
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<tr>
<td>Title</td>
<td>Degree</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Bachelor of Science in Education</td>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer: Dr. Julie Ray, Chairperson, Dept. of Elem., Early, & Special Educ.
Signature: (573) 651-2122
Date

Person to Contact for More Information: Telephone Number
Program Changes:
Proposal involves major revision of course work in the Elementary Education program to meet the new Mo Standards for Professional Educators (MoSPE), and aligns with the new MO Dept. of Elementary and Secondary Education (DESE) certification requirements for Elementary Education.

Formerly, the BSED Elementary Education program had four Areas of Concentration (Language and Literature; Mathematics; Science; and Social Science) from which students were required to choose. Areas of Concentration were eliminated in the new state certification requirements. Therefore, this proposal recommends a stand-alone program, or one of four add-on certification possibilities (Middle School Language Arts; Middle School Math; Middle School Science; and Middle School Social Science) for students to choose from. If a student chooses one of the add-on certifications, he/she will take the required coursework associated, and then is eligible to test for licensure in that area.

Proposed Program Changes to
BSED Elementary Education
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Elementary Education. The major changes include:

- Program hours change from 120-124 credit hours to 121 hours.
- Program no longer includes an Area of Concentration (eliminated in new state certification requirements).
- 3 courses taken prior to admission to the College of Education were revised (CF/PY120, MA118, MA418); 6 education courses were significantly revised (EL314, EL316, EL317, EL350, EL354, EL355), and 9 new education courses were created (ED280, EL300, EL310, EL340, EL360, EL410, EL420, EL430, EL480). 46% of this proposed program is new or revised coursework.
- The program has a stronger emphasis on differentiating instruction for individual students, classroom management, working with students with special needs and English Language Learners, as required by the new MoSPE requirements and suggested in feedback from our P-12 School Advisory Boards.
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UI506).
- The current program has one UI3XX level class (UI308), instead of two, based upon the current campus discussion of revisions of the University Studies requirements. The UI4XX requirement will be satisfied by UI506.
- An additional 3 credit hour field experience was added to better prepare students for differentiating instruction. This also equalizes the field experiences of all majors in the department to 9 total hours of pre-student teaching experience after admission to the College of Education.
- 9 hours of approved electives were added.

Rationale for the Changes:
These changes are proposed in the Elementary Education program to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Elementary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the Elementary Education Multi-Subject Content exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.
# Board of Regents

## Motion Consideration Form (Academic Program Changes)

May 8, 2015

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<table>
<thead>
<tr>
<th>Current Curriculum</th>
<th>Proposed Curriculum</th>
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</thead>
<tbody>
<tr>
<td>(Elementary Ed Major with Areas of Concentration - 4 options)</td>
<td>(Elementary Ed Major with No Area of Concentration)</td>
</tr>
<tr>
<td>Course # - Title</td>
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</tr>
<tr>
<td>UI 100 First Year Seminar</td>
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<td>ED 250 Introduction to Teaching</td>
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<td>ED 251 Integrating Technology in the Classroom</td>
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<td>EL 274 Diversity in America's Schools</td>
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<td>Artistic Expression</td>
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<td>CP/PY 120 The Child</td>
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<td>PS 103 Political Systems</td>
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<td>SC 105 Oral Communication</td>
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<td>US 105 or 107 American History I or II</td>
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<td>EN 100 English Composition I</td>
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<tr>
<td>EN 140 Rhetoric and Critical Thinking</td>
<td>3</td>
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<tr>
<td>LI 243 Children's Literature</td>
<td>3</td>
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<tr>
<td>BS 118 Intro to Process Science</td>
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<tr>
<td>BS 218 Biological Science</td>
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<td>PH 218 Physical Science</td>
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<td>UI 318 Earth Science</td>
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<td>MA 118 Mathematics I</td>
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<td>MA 318 Mathematics II</td>
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<td>MA 418 Geometry for Teachers</td>
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<td>MU 356 Music Skills for Elementary Teachers</td>
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<td>UI 308 Physical/Cultural Landscapes</td>
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<td>EL 314 - Elementary Field Block II</td>
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<td>EL 315 - Theories of Learning and Management</td>
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<td>EL 353 - Techniques of Teaching Math</td>
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<td>EL 355 - Reading Study Strategies and Skills</td>
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*Language and Literacy Area of Concentration - 12 cr. hr.
Math Area of Concentration - 9 cr. hr.
Science Area of Concentration - 12 cr. hr.
Social Studies Area of Concentration - 15 cr. hr.

**Approved Elective options in new curriculum:

Included courses:
- EX 302 Language Development of Children with Exceptionalities
- EX 312 Diagnosis and Remediation of Math Difficulties
- EX 555 Introduction to Autism Spectrum Disorder
- CD 110 Language and Culture of the Deaf

Family Engagement courses:
- EX 507 Families and the Child with Exceptionalities
- CE 340 Family School Collaboration

TESOL (ELL) courses:
- EN 315 Foundations for Teaching English Language Learners

**Autism courses:
- EX 555 Introduction to Autism Spectrum Disorder
- EX 556 Language Acquisition & Communication Strategies for Individuals with Autism Spectrum Disorder
- EX 555 Behavior Management & Interventions for Individuals with Autism Spectrum Disorder
- EX 558 Seminar: Research in Autism Spectrum Disorder
- EX 559 Clinical Practicum

Foreign Language courses
- Any foreign language courses

Middle School certification area courses
- Any English courses (EN or LI prefixes)
- Any Math courses (MA prefixes)
- Any Science courses (BS, PH, CH prefixes, UI 318)
- Any Social Studies courses (PS, EH, WH, US, EC, OS prefixes)
Proposed Program Changes to
BSED Elementary Education Program (Add-on Middle School Language Arts)
Southeast Missouri State University

Type of Program Change:
This proposed change adds a new add-on certification option in Middle School Language Arts to the Elementary Education major. It is also a major revision of course work in the Elementary Education program to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Elementary. The major changes include:

- This program is based upon the Elementary Education program with the Area of Concentration in Language and Literacy. The proposed program no longer includes an Area of Concentration (eliminated in new state certification requirements).
- Due to the additional teaching certification in Middle School Language Arts, the program is increased from 123 - 124 credit hours to 130 hours.
- The program meets the requirements for certification in both Elementary Education (grades 1 – 6) and Middle School Language Arts (grades 5 – 9) certification. The program contains 24 credit hours in Language Arts and 9 hours in Middle School Pedagogy, including a field experience in working with Middle School aged students.
- 3 courses taken prior to admission to the College of Education were revised (CF/PY120, MA118, MA418); 6 education courses were significantly revised (EL314, EL316, EL317, EL350, EL354, EL355, EL410, EL420, EL430, EL480). 50% of this program is revised or new courses.
- The program has a stronger emphasis on differentiating instruction for individual students, classroom management, working with students with special needs and English Language Learners, as required by the new MoSPE requirements and suggested in feedback from our P-12 School Advisory Boards.
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UI506).
- The current program has one UI3XX level class (UI308), instead of two, based upon the current campus discussion of revisions of the University Studies requirements. The UI4XX requirement will be satisfied by UI506.
- An additional 3 credit hour field experience was added to better prepare students for differentiating instruction. This also equalizes the field experiences of all majors in the department to 9 total hours of pre-student teaching experience after admission to the College of Education.

Rationale for the Changes:
These changes are proposed in the Elementary Education program to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Elementary Education majors to be successful on the Mo General Education Assessment (MoGEO) entrance exam, the Elementary Education Content exam, and the Middle School Language Arts exam for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.

The program exceeds 120 credit hours due to meeting the certification requirements of both Elementary Education (Grades 1–6) and the add-on Middle School Language Arts (Grades 5–9) certificate. Elementary Education majors also have the option of not adding on Middle School certification with the stand-alone 121 credit hour program.
### Current Curriculum
Elementary Education with Area of Concentration in Language and Literacy

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<th>Credit Hr</th>
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<td>CF/PY 120 The Child</td>
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<td>EL 354 Meeting the Needs of Struggling Readers</td>
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</table>
Proposed Program Changes to
Elementary Education Program (Add-on Middle School Math)
Southeast Missouri State University

Type of Program Change:
This proposed change adds a new add-on certification option in Middle School Math. It is also a major revision of course work in the Elementary Education program to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Elementary. The major changes include:

- This program is based upon the Elementary Education program with the Area of Concentration in Mathematics. The proposed program no longer includes an Area of Concentration (eliminated in new state certification requirements).
- Due to the additional teaching certification in Middle School Math, the program is increased from 121 credit hours to 131 hours.
- The program meets the requirements for certification in both Elementary Education (grades 1 – 6) and Middle School Math (grades 5 – 9) certification. The program contains 24 credit hours in Math and 9 hours in Middle School Pedagogy, including a field experience in working with Middle School aged students.
- 3 courses taken prior to admission to the College of Education were revised (CF/PY120, MA118, MA418); 6 education courses were significantly revised (EL314, EL316, EL317, EL350, EL354, EL355), and 9 new education courses were created (ED280, EL300, SE360, EL340, EL360, EL410, EL420, EL430, EL480). 43% of this program is new or revised course work.
- The program has a stronger emphasis on differentiating instruction for individual students, classroom management, working with students with special needs and English Language Learners, as required by the new MoSPE requirements and suggested in feedback from our P-12 School Advisory Boards.
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UI 506).
- The current program has one UI 3XX level class (UI 308), instead of two, based upon the current campus discussion of revisions of the University Studies requirements. The UI 4XX requirement will be satisfied by UI 506.
- An additional 3 credit hour field experience was added to better prepare students for differentiating instruction. This also equalizes the field experiences of all majors in the department to 9 total hours of pre-student teaching experience after admission to the College of Education.

Rationale for the Changes:
These changes are proposed in the Elementary Education program to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Elementary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam, the Elementary Education Content exam, and the Middle School Math Arts exam for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.

The program exceeds 120 credit hours due to meeting the certification requirements of both Elementary Education (Grades 1–6) and the add-on Middle School Mathematics (Grades 5–9) certificate. Elementary Education majors also have the option of not adding on Middle School certification with the stand-alone 121 credit hour program.
### Current Curriculum: Elementary Education with Area of Concentration in Mathematics

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<th>Credit Hr</th>
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<td>UI 100 First Year Seminar</td>
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<td>UI 100 First Year Seminar</td>
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<tr>
<td>ED 250 Introduction to Teaching</td>
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<td>ED 280 Introduction to Education as a Profession</td>
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<td>ED 251 Integrating Technology in the Classroom</td>
<td>2</td>
<td>EL 300 Assistive and Instruction Technology in a Universal Design for Learning Environment</td>
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<td>EL 274 Diversity in America's Schools</td>
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<td>CF 233 Creative Thought &amp; Expression in Children</td>
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<td>CP/FY 120 The Child</td>
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Proposed Program Changes to  
Elementary Education Program (Add-on Middle School Science)  
Southeast Missouri State University

Type of Program Change:  
This proposed change adds a new add-on certification option in Middle School Science. It is also a major revision of course work in the Elementary Education program to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:  
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Elementary. The major changes include:

- This program is based upon the Elementary Education program with the Area of Concentration in Science. The proposed program no longer includes an Area of Concentration (eliminated in new state certification requirements).
- Due to the additional teaching certification in Middle School Science, the program is increased from 123 – 126 credit hours to 133 hours.
- The program meets the requirements for certification in both Elementary Education (grades 1 – 6) and Middle School Science (grades 5 – 9) certification. The program contains 24 credit hours in Science and 9 hours in Middle School Pedagogy, including a field experience in working with Middle School aged students.
- 3 courses taken prior to admission to the College of Education were revised (CF/PY120, MA118, MA418); 6 education courses were significantly revised (EL314, EL316, EL317, EL350, EL354, EL355), and 9 new education courses were created (ED280, EL300, SE360, EL340, EL360, EL410, EL420, EL430, EL480). 42% of this program is new or revised coursework.
- The program has a stronger emphasis on differentiating instruction for individual students, classroom management, working with students with special needs and English Language Learners, as required by the new MoSPE requirements and suggested in feedback from our P-12 School Advisory Boards.
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UI506).
- An additional 3 credit hour field experience was added to better prepare students for differentiating instruction. This also equalizes the field experiences of all majors in the department to 9 total hours of pre-student teaching experience after admission to the College of Education.

Rationale for the Changes:  
These changes are proposed in the Elementary Education program to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Elementary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam, the Elementary Education Content exam, and the Middle School Science exam for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.  
The program exceeds 120 credit hours due to meeting the certification requirements of both Elementary Education (Grades 1 – 6) and the add-on Middle School Science (Grades 5 – 9) certificate. Elementary Education majors also have the option of not adding on Middle School certification with the stand-alone 121 credit hour program.
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<th>Credit Hr</th>
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<td>EL 300 Assistive and Instructional Technology in a Universal Design for Learning Environment</td>
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<td>CP/PY 120 The Child or PY 222 Adolescent Psychology</td>
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<td>UI 344 Plants and Humanity</td>
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<td>UI 360 Recycling &amp; Waste Management</td>
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<td>UI 372 Earthquake &amp; Society</td>
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<td>HL 210 Health and Safety or HL 120 Health Perspectives</td>
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Proposed Program Changes to
BSED Elementary Education Program (Add-on Middle School Social Science)
Southeast Missouri State University

Type of Program Change:
This proposed change adds a new add-on certification option in Middle School Social Science. It is also a major revision of course work in the Elementary Education program to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Elementary. The major changes include:

- This program is based upon the Elementary Education program with the Area of Concentration in Social Studies. The proposed program no longer includes an Area of Concentration (eliminated in new state certification requirements).
- Due to the additional teaching certification in Middle School Social Science, the program is increased from 123-124 credit hours to 127 hours.
- The program meets the requirements for certification in both Elementary Education (grades 1 – 6) and Middle School Social Science (grades 5 – 9) certification. The program contains 24 credit hours in Social Science and 9 hours in Middle School Pedagogy, including a field experience in working with Middle School aged students.
- 3 courses taken prior to admission to the College of Education were revised (CF/PY120, MA118, MA418); 6 education courses were significantly revised (EL314, EL316, EL317, EL350, EL354, EL355), and 9 new education courses were created (ED280, EL300, SE360, EL340, EL360, EL410, EL420, EL430, EL480).
- The program has a stronger emphasis on differentiating instruction for individual students, classroom management, working with students with special needs and English Language Learners, as required by the new MoSPE requirements and suggested in feedback from our P-12 School Advisory Boards.
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UI506).
- The current program has one UI3XX level class (UI308), instead of two, based upon the current campus discussion of revisions of the University Studies requirements. The UI4XX requirement will be satisfied by UI506.
- An additional 3 credit hour field experience was added to better prepare students for differentiating instruction. This also equalizes the field experiences of all majors in the department to 9 total hours of pre-student teaching experience after admission to the College of Education.

Rationale for the Changes:
These changes are proposed in the Elementary Education program to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Elementary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam, the Elementary Education Content exam, and the Middle School Social Science exam for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.

The program exceeds 120 credit hours due to meeting the certification requirements of both Elementary Education (Grades 1–6) and the add-on Middle School Social Science (Grades 5–9) certificate. Elementary Education majors also have the option of not adding on Middle School certification with the stand-alone 121 credit hour program.
### Current Curriculum

**Elementary Education with Social Studies Area of Concentration**

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<td>EL 274</td>
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<td>CPF/CFY 100</td>
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<td>HS 218</td>
<td>Biological Science</td>
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<td>UI 349</td>
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<td>AN 306</td>
<td>Mississippian Civilizations</td>
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<td>PS 570</td>
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<td>UE 400</td>
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<td>CH 110</td>
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<td>EL 352</td>
<td>Techniques of Teaching Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>EL 353</td>
<td>Techniques of Teaching Math</td>
<td>2</td>
</tr>
<tr>
<td>EL 354</td>
<td>Corrective Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EL 355</td>
<td>Reading Strategies Skills</td>
<td>2</td>
</tr>
<tr>
<td>EX 390</td>
<td>Psychology of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
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</tr>
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</table>

### Proposed Curriculum

**Elementary Education with Add-on Certification in Middle School Social Science**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credit Hr</th>
</tr>
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<tbody>
<tr>
<td>UI 100</td>
<td>1st Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 240</td>
<td>Introduction to Education as a Profession</td>
<td>3</td>
</tr>
<tr>
<td>EL 300</td>
<td>Assistive and Instructional Technology in a Universal Design for Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>EL 274</td>
<td>Diversity in America’s Schools</td>
<td>3</td>
</tr>
<tr>
<td>CPF/CFY 100</td>
<td>The Child or CFY 120 Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>JS 118</td>
<td>Intro to Process Science</td>
<td>3</td>
</tr>
<tr>
<td>HS 218</td>
<td>Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>PH 218</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>UI 318</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>US 165</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>CH 315</td>
<td>Children and the Arts</td>
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<tr>
<td>EL 314</td>
<td>Elementary Field Block III</td>
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<tr>
<td>EX 390</td>
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</table>
BSED Exceptional Child Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   ____ Title change only
   ____ Combination program created out of closely allied existing programs
   ____ Option(s) added to existing program (attach curriculum for option)
   ____ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ____ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ____ Addition of free-standing single-semester certificate program
   ____ Delete program
   ____ Delete option
   ____ Place program on “Inactive Status” list
   ____ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
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<tbody>
<tr>
<td>Title</td>
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<td>Bachelor of Science in Education</td>
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<td>131001</td>
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<td>Bachelor of Science in Education</td>
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<td>131001</td>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.

4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION

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

Dr. Julie Ray, Chairperson, Dept. of Elementary, Early, & Special Education (573) 651-2122
Person to Contact for More Information Telephone Number
Proposed Program Changes to
BSED Exceptional Child Education
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE) requirements.

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Exceptional Child Education. The major changes include:

- Program is reduced from 139-140 credit hours to 124 hours.
- 3 courses taken prior to admission to the College of Education were revised (CF/PY120, MA118, MA418); 12 education courses were significantly revised (EL314, EL316, EL317, EL350, EL354, EL355, EX304, EX305, EX309, EX312, EX317, EX373), and 5 new education courses (ED280, EL300, EL360, EL420, EX480) were created. 57% of this proposed program is new or revised coursework.
- The program has a stronger emphasis on working with students in grades 7-12, due to the addition of a licensure exam for secondary education and the K-12 certificate range.
- The majority of the Exceptional Child Education courses were revised to meet the new certification requirements for Exceptional Child certification. Course titles were changes to reflect “people first” language.
- A new course in Assessment and Data Analysis was added to meet the new requirement for competencies in data analysis. Exceptional Child majors will now have 6 hours of course work in assessment of students in both general education and special education.
- The program has a stronger emphasis in working with English Language Learners.
- Course work that was repetitive or outdated was removed, and some course content in separate courses was merged.
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UL106).
- The current program has one UI3XX level class (UI308), instead of two, based upon the current campus discussion of revisions of the University Studies requirements. The UI4XX requirement will be satisfied by UI506.
- The current program has 14 hours of student teaching, and the proposed program reduces this to 12 credit hours to be consistent with student teaching hours in all other undergraduate education programs, as well as the MoSPE requirement of 12 hours in a culminating field experience.

Rationale for the Changes:
These changes are proposed in the Exceptional Child Education program to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements and the federal requirements for special education teachers to be “highly qualified.” This program also prepares Exceptional Child majors to be successful on the required Mo General Education Assessment (MoGEA) entrance exam and the Mild / Moderate Cross Categorical Content Exam, Elementary Education Content Exam, and Middle/Secondary Education Content Exam, all required for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks. This program slightly exceeds 120 credit hours due to meeting the certification requirements of both Exceptional Child (K – 12) and the add-on Elementary Education (Grades 1 – 6) certificates. These courses are also required to insure that the program meets the Council for Exceptional Children (CEC) Specialty Program Accreditation.
<table>
<thead>
<tr>
<th>Current Curriculum</th>
<th>Credit Hr</th>
<th>Proposed Curriculum</th>
<th>Credit Hr</th>
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<tbody>
<tr>
<td>UI 100 - First Year Seminar</td>
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<td>ED 250 - Introduction to Teaching</td>
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<td>ED 280 Introduction to Education as a Profession</td>
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<td>ED 251 - Integrating Technology into the Classroom</td>
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<td>EL 300 Assistive and Instructional Technology in a Universal Design for Learning Environment</td>
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<td>EL 274 - Diversity in American Schools</td>
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<td>EL 274 - Diversity in American Schools</td>
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<td>Artistic Expression</td>
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<td>CP 233 Creative Thought &amp; Expression in Children</td>
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<tr>
<td>CF 120/PY120 - The Child</td>
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<td>CF 120/PY120 - The Child OR FY 222 Adolescent Psychology</td>
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<td>PS 103 - Political Systems</td>
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<td>PS 103 - Political Systems</td>
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<td>SC 105 - Oral Communication</td>
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<td>SC 105 - Oral Communication</td>
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<td>US 105 or 107 - American History I or II</td>
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<td>US 105 American History I</td>
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<td>EN 100 - English Composition I</td>
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<td>EN 140 - Rhetoric and Critical Thinking</td>
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<td>LI 243 - Children's Literature</td>
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<td>BS 118 - Intro to Process Science</td>
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<td>BS 218 - Biological Science</td>
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<td>UI 316 - Earth Science</td>
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<td>MA 118 - Numbers and Operations for Educators</td>
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<td>MA 118 - Mathematics I</td>
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<td>MA 318 - Mathematics II</td>
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<td>MA 418 - Geometry for Teachers</td>
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<td>HL 210 Health and Safety or HL 120 Health Perspectives</td>
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<td>EX 311 - Intro to Exceptional Child</td>
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<td>EX 311 Intro to Children with Exceptionalities</td>
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<tr>
<td>EX 318 - Intro to Cross-Categorical</td>
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<tr>
<td>UI 308 - Physical/Cultural Landscapes</td>
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<td>UI 308 Cultural &amp; Physical Landscapes</td>
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<td>Any UI 499 Course</td>
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<td>UI 506 Education Law &amp; Society</td>
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<td>EL 314 - Elementary Field Block II</td>
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<td>EL 314 - Literacy Field Experience</td>
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<td>EL 315 - Theories of Learning and Management</td>
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<td>EL 316 - Foundations of Reading Techniques</td>
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<td>EL 316 Emergent and Early Literacy Instruction</td>
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<td>EL 317 - Foundations of Language Arts Techniques</td>
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<td>EL 317 Intermediate and Middle Literacy Instruction</td>
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<td>EX 302 - Language Development of the Exceptional Child</td>
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<td>EX 302 - Language Development of the Children with Exceptionalities</td>
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<tr>
<td>EP 304 - School and Society</td>
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<td>EX 304 - Behavior Management</td>
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<td>EX 304 Classroom and Behavior Management</td>
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<tr>
<td>EX 305 - Teaching Strategies and Career Awareness for Adolescents with Mild Handicaps</td>
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<td>EX 305 - Content Area Teaching; Learning and Transitioning for Secondary Students with Exceptionalities</td>
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<td>EX 309 - Exceptional Child Field Experience</td>
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<td>EX 309 - Advanced Field Experience in Education of Children with Exceptionalities</td>
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<td>EX 312 - Diagnosis &amp; Remediation of Learning Disabilities in Math</td>
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<td>EX 312 - Diagnosis &amp; Remediation of Math Difficulties</td>
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<td>EX 317 - Assessment &amp; Techniques of the Exceptional Child</td>
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<td>EX 317 - Assessment and Techniques of Teaching Children with Exceptionalities</td>
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<td>EX 373 - Techniques of Teaching Cross-Categorical Mild/Moderate</td>
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<td>EX 373 - Strategies and Techniques for Teaching the Child / Adolescent with Exceptionalities</td>
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<td>EL 350 - Elementary Block III Field</td>
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<td>EL 350 Content Field Experience</td>
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<td>EL 351 - Techniques of Teaching Science</td>
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<td>EL 360 Integrated Math, Science, Social Studies and Health Instruction</td>
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<td>EL 352 - Techniques of Teaching Social Studies</td>
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<tr>
<td>EL 353 - Techniques of Teaching Math</td>
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<td>EL 420 Assessment and Data Analysis</td>
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<td>EL 354 - Corrective Reading Instruction</td>
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<td>EL 354 - Meeting the Needs of Struggling Readers</td>
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<tr>
<td>EL 355 - Reading Study Strategies and Skills</td>
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<td>EL 355 - Literacy in the Content Area</td>
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<tr>
<td>EX 507 - Parents and the Exceptional Child</td>
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<td>EX 507 - Families and the Child with Exceptionalities</td>
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<tr>
<td>EL 455 Student Teaching</td>
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<td>EL 480 Exceptional Child Education Student Teaching</td>
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<tr>
<td>EX 471 or EX 472 Student Teaching Cross Categorical</td>
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<td>EF 400 Student Teaching Seminar</td>
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Total 139-140 124


**BSED Mathematics Education**

**PROGRAM CHANGE FORM**

1. Submitted by: **Southeast Missouri State University**  
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   
   - Title change only  
   - Combination program created out of closely allied existing programs  
   - Option(s) added to existing program (attach curriculum for option)  
   - Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)  
   - Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)  
   - Addition of free-standing single-semester certificate program  
   - Delete program  
   - Delete option  
   - Place program on “Inactive Status” list  
   - Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.

c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Degree</strong></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Bachelor of Science in Education</td>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.

4. Intended date of program change, additional options, or “Inactive Status”: **Fall 2015**

**AUTHORIZATION**

Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer  
Signature  
Date

Dr. Tamela Randolph, Chairperson, Dept. of Mathematics  
(573) 651-2164

Person to Contact for More Information  
Telephone Number
Board of Regents
Motion Consideration Form (Academic Program Changes)
May 8, 2015
Page 70 of 109

Proposed Program Changes to
BSED Mathematics Education
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Missouri Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Missouri Department of Elementary & Secondary Education (DESE) certification requirements for Secondary Education – Mathematics Education. The major changes include:

- Vector Calculus was combined with Calculus III to streamline our calculus sequence and make it mirror that of other institutions. In doing this, we added one credit hour to Calculus III (MA244).
- DESE requires a computer programming course for this degree program, so the Department of Mathematics created Mathematical Programming (MA334) which incorporates programming specifically for mathematical applications.
- Mathematical Problem Solving (MA449) was created as a three credit hour capstone course to replace the old one credit hour course. This course will bring together previously learned mathematical content knowledge with new mathematical experiences.
- MA334 fulfills the DESE requirement for programming. MA449 meets the requirement for a culminating senior seminar course which brings the students’ background into one problem solving course.
- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE465).
- The content courses for certification (secondary mathematics) are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Literacy Methods for Middle and High School (SE 307) and Instructional Interventions for Middle and High School Students with Special Literacy Needs (SE 390) as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Missouri Content Assessment in Mathematics).
- Additional content on school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (one credit hour added to SE365)
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires the equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. The faculty wish to maintain and strengthen the field-based philosophy of the program.
- Grade ranges for certification remain the same.

Rationale for the Changes:
These changes proposed in the BSED Mathematics Education program are to meet the new Missouri Department of Elementary and Secondary Education (DESE) certification requirements, as well as to prepare Secondary Education majors to be successful on the Missouri General Education Assessment (MoGEA) entrance exam and the MoCA (Missouri Content Assessment) for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Missouri Test Frameworks and the National Council of Teachers of Mathematics (NCTM).
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<thead>
<tr>
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<th>Proposed Program</th>
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<tr>
<td>ED250 Intro to Teaching (2)</td>
<td>ED280 Introduction to Education as a Profession (3)</td>
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<tr>
<td>PY222 Development of the Adolescent (3)</td>
<td>PY222 Development of the Adolescent (3)</td>
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<tr>
<td>ED251 Intro to Technology (2)</td>
<td>SE350 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
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<td>EF304 School &amp; Society (2)</td>
<td>SE365 Pedagogy 2: Secondary School- Interdisciplinary Methods and Technology (4)</td>
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<tr>
<td>SE306 Theories of Learning &amp; Management (2)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<td>SE308 Fund of High School Education (3)</td>
<td>SE355 Field Experience 2 (3)</td>
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<td>SE275 Diversity in America's Schools (3)</td>
<td>SE307 Content Literacy Methods for Middle and High School (3)</td>
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<tr>
<td>SE300 Technology to Enhance Learning (2)</td>
<td>SE 380 Advanced Field Experience (3)</td>
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<td>SE305 Secondary Block II Field Experience (2)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<td>SE 311 Techniques of Teaching High School Mathematics (3)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<td>SE307 Teaching Reading/Secondary School (2)</td>
<td>SE 465 Middle and Secondary Student Teaching Field Experience (12)</td>
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<td>SE 370 Secondary Block III Field Experience (2)</td>
<td>SE 390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
<td>EP 400 Seminar in Educational Issues (1)</td>
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<td>EP 400 Seminar/Edue Issues for Student Teachers (1)</td>
<td>SE 465 Middle and Secondary Student Teaching Field Experience (12)</td>
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<td>SE 463 Student Teaching Secondary (1st) (6)</td>
<td>MA 003 Math Major Field Achievement Test (0)</td>
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<td>SE 464 Student Teaching Secondary (2nd) (6)</td>
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<td>MA 303 Discrete Mathematics I (3)</td>
<td>MA 138 Discrete Mathematics I (3)</td>
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<td>MA 523 Probability &amp; Statistics I (3)</td>
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<td>MA 250 Foundations of Mathematics (3)</td>
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<td>MA 340 Concepts of Geometry (3)</td>
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<td>MA 345 Linear Algebra (3)</td>
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<td>MA 443 Elementary Number Theory (3)</td>
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<td>MA 448 Mathematics Seminar (1)</td>
<td>MA 449 Mathematical Problem Solving (3)</td>
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<td>UI 438 Nature &amp; Growth of Mathematical Thought (3)</td>
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<td>MA 523 Probability &amp; Statistics I (3) OR</td>
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<td>MA 540 Projective Geometry (3) OR</td>
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<td>MA 545 Linear Algebra &amp; Matrices (3) OR</td>
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Total Program Hours: 87-88

Total Program Hours: 90
BSED Middle School Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   ___ Title change only
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ Place program on “Inactive Status” list
   ___ Other (attach description)
   X

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Degree</td>
</tr>
<tr>
<td>Middle School Education</td>
<td>Bachelor of Science in Education</td>
</tr>
</tbody>
</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer Signature Date

Dr. Simin L. Cwick, Chairperson, Dept. of Middle and Secondary Education 573-651-5965
Person to Contact for More Information Telephone Number
Program Changes:
Proposal involves major revision of coursework in the Middle School Education program to meet the new Mo Standards for Professional Educators (MoSPE), and aligns with the new MO Dept. of Elementary and Secondary Education (DESE) certification requirements for Middle School Education. Formerly, the BSED Middle School Education program required students to choose two Areas of Concentration (Language Arts; Mathematics; Science; and Social Studies). However, state and national models have moved to one area of concentration for Middle School Education programs. Therefore, this proposal requires students to choose one area of concentration, with the option to choose a second area of concentration or take additional coursework.

Proposed Program Changes to
BSED Middle School Education Program - Language Arts
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Middle School Education Program - Language Arts. The major changes include:

- Program is changed from two areas of concentration to one area of concentration to mirror the state and national model.
- Program includes an option for additional certification or being able to add a minor.
- Program allows teacher candidates to take many of their content courses as well as courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED280, SE307 (Revised), SE350, SE355, SE360, SE380, SE385, SE390 and SE465
- The content courses for certification (Math, Science, Social Sciences, and Language Arts) are carefully selected and aligned with the Missouri's Test Frameworks.
- The program has a stronger emphasis on Content Reading (SE307) and Struggling Readers (SE390) and English Language Learners, as required by the new MoSPE requirements.
- SE390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment).
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UI506).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty's wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the Middle School Education are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Middle School majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Content exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.
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<thead>
<tr>
<th>Current Curriculum</th>
<th>Proposed Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle School Education with two Areas of Concentration</strong></td>
<td><strong>Middle School Education with one Area of Concentration</strong></td>
</tr>
<tr>
<td>Course # - Title</td>
<td>Credit</td>
</tr>
<tr>
<td>UI 100- First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Artistic Expression course- Any</td>
<td>3</td>
</tr>
<tr>
<td>ED 250- Introduction to MSE Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ED 251- Introduction to MSE Technology</td>
<td>2</td>
</tr>
<tr>
<td>PY 222- Development of the Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>Literary Expression- Any</td>
<td>3</td>
</tr>
<tr>
<td>EN 140— Rhetoric and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>SC 105- Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Living Systems- Any BIBS course in Living Systems</td>
<td>3</td>
</tr>
<tr>
<td>Physical Systems- Any CH, PH, or GO</td>
<td>3</td>
</tr>
<tr>
<td>MA 118 and MA 318</td>
<td>6</td>
</tr>
<tr>
<td>Economic Systems- Any EC Course</td>
<td>3</td>
</tr>
<tr>
<td>PS 103- U.S Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>Social Systems: SE 275- Diversity in America’s School</td>
<td>3</td>
</tr>
<tr>
<td>EP 304- School and Society</td>
<td>2</td>
</tr>
<tr>
<td>SE 301- Fundamentals of Middle School Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 302- Teaching Reading &amp; Writing in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>SE 306- Theories of Learning and Management</td>
<td>2</td>
</tr>
<tr>
<td>SE 309- Technology to Enhance Learning</td>
<td>2</td>
</tr>
<tr>
<td>SE 319- Techniques of Teaching English</td>
<td>3</td>
</tr>
<tr>
<td>SE 371- Middle Block Field Experience- Language Arts</td>
<td>1</td>
</tr>
<tr>
<td>EX 390- Psych. and Education of the Exceptional Child</td>
<td>3</td>
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<tr>
<td>SE 463- Student Teaching Secondary (1st)</td>
<td>6</td>
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<tr>
<td>SE 464- Student Teaching Secondary (2nd)</td>
<td>6</td>
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<tr>
<td>EF 400- Seminar in Educational Issues for Student Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EN 378- Grammar of English</td>
<td>3</td>
</tr>
<tr>
<td>EN 381- Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EN XXX- Any EN elective (200-500 level)</td>
<td>3</td>
</tr>
<tr>
<td>UI 501- Principles of Linguistics OR UI 500- History of the English Language OR EN 486- Sociolinguistics</td>
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</tr>
<tr>
<td>LI 542- Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>LI XXX- Any 200-399 literature course</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 103 97

* Recommended University Studies courses, not required

-120 credit hours are required for a BS degree.
- Students have the option of adding another area of concentration for Middle school such as:
- Middle School Math courses (24-27 credit hours)
- Middle School Science courses (24 credit hours)
- Middle School Social Studies Courses (24 credit hours)

Or taking additional courses in the following categories:
- Additional courses in EN/ILI
- Inclusion courses
- Family Engagement courses
- TESOL (ELL) courses:
- Autism courses:
- Foreign Language courses
- Additional courses in Reading
Board of Regents
Motion Consideration Form (Academic Program Changes)
May 8, 2015
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Proposed Program Changes to
BSED Middle School Education Program - Math
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Middle School Education - Math. The major changes include:

- Program is changed from two areas of concentration to one area of concentration to mirror the state and national model.
- Program includes an option for additional certification or being able to add a minor.
- Program allows teacher candidates to take many of their content courses as well as courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 360, SE 380, SE 385, SE 390 and SE465
- The content courses for certification (Math, Science, Social Sciences, and Language Arts) are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading (SE 307) and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment).
- A class in school law was added to meet the new requirement for competencies in legal and ethical aspects of teaching (UI 506).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the Middle School Education are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Middle School majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Content exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Course # - Title</strong></td>
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</tr>
<tr>
<td>UI 100- First Year Seminar</td>
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</tr>
<tr>
<td>Artistic Expression course- Any</td>
<td>Artistic Expression course- Any</td>
</tr>
<tr>
<td>ED 250- Introduction to MSE Teaching</td>
<td>ED 250- Introduction to Teaching</td>
</tr>
<tr>
<td>ED 251- Introduction to MSE Technology</td>
<td>SE 350- Pedagogy 1: Principles of Effective Teaching</td>
</tr>
<tr>
<td>PY 222- Development of the Adolescent</td>
<td>PY 222- Development of the Adolescent</td>
</tr>
<tr>
<td>Literary Expression- Any</td>
<td>LI 256- The Variety of Literature</td>
</tr>
<tr>
<td>EN 140—Rhetoric and Critical Thinking</td>
<td>EN 140—Rhetoric and Critical Thinking</td>
</tr>
<tr>
<td>SC 105- Fundamentals of Oral Communication</td>
<td>SC 105- Fundamentals of Oral Communication</td>
</tr>
<tr>
<td>Living Systems- Any BI/BS course in Living Systems</td>
<td>BS 218- Biological Science: A Process Approach</td>
</tr>
<tr>
<td>Physical Systems- Any CH, PH, or GO</td>
<td>PH 218- Physical Science: A process Approach</td>
</tr>
<tr>
<td>MA 118 and MA 318</td>
<td>MA 118- Mathematics I</td>
</tr>
<tr>
<td>Economic Systems- Any EC Course</td>
<td>Economic Systems- Any EC Course</td>
</tr>
<tr>
<td>PS 103-US Political Systems</td>
<td>PS 103-US Political Systems</td>
</tr>
<tr>
<td>Social Systems: SE 275- Diversity in America's School</td>
<td>OS 200- Survey of Social Science</td>
</tr>
<tr>
<td>EP 304- School and Society</td>
<td>EP 304- School and Society</td>
</tr>
<tr>
<td>SE 301- Fundamentals of Middle School Education</td>
<td>SE 360- Pedagogy 2: Interdisciplinary Methods for Middle School</td>
</tr>
<tr>
<td>SE 302- Teaching Reading &amp; Writing in the Middle School</td>
<td>SE 302- Teaching Reading &amp; Writing in the Middle School</td>
</tr>
<tr>
<td>SE 305- Middle and Secondary Block II Field Experience</td>
<td>SE 355- Field II</td>
</tr>
<tr>
<td>SE 306- Theories of Learning and Management</td>
<td>SE 306- Theories of Learning and Management</td>
</tr>
<tr>
<td>SE 307- Teaching Reading in Secondary School</td>
<td>SE 307- Reading and Writing in the Content Area</td>
</tr>
<tr>
<td>SE 309- Instructional Interventions for Middle and Secondary Students with Special Literacy Needs</td>
<td>SE 309- Instructional Interventions for Middle and Secondary Students with Special Literacy Needs</td>
</tr>
<tr>
<td>SE 311- Techniques of Teaching Math</td>
<td>SE 385- Pedagogy 3: Middle &amp; Secondary Education Methods of Secondary Teaching</td>
</tr>
<tr>
<td>SE 327- Middle Block Field Experience- Math</td>
<td>SE 380- Advanced Field</td>
</tr>
<tr>
<td>EX 390- Psych. and Education of the Exceptional Child</td>
<td>EX 390- Psych. and Education of the Exceptional Child</td>
</tr>
<tr>
<td>SE 463- Student Teaching Secondary (1st)</td>
<td>SE 465- Student Teaching</td>
</tr>
<tr>
<td>SE 464- Student Teaching Secondary (2nd)</td>
<td>SE 464- Student Teaching Secondary (2nd)</td>
</tr>
<tr>
<td>EF 400- Seminar in Educational Issues for Student Teachers</td>
<td>EF 400- Student Teaching Seminar</td>
</tr>
<tr>
<td>MA 118- Mathematics I</td>
<td>MA 118- Mathematics I</td>
</tr>
<tr>
<td>MA 318- Mathematics II</td>
<td>MA 140- Analytic Geometry and Calculus I</td>
</tr>
<tr>
<td>MA 418- Geometry for Teachers</td>
<td>MA 418- Geometry for Teachers</td>
</tr>
<tr>
<td>MA 139- Calculus</td>
<td>MA 137- Precalculus</td>
</tr>
<tr>
<td>UI 438- Nature &amp; Growth of Mathematical Thought</td>
<td>UI 438- The Nature and Growth of Mathematical Thought</td>
</tr>
</tbody>
</table>

**Total Credit Hours:**

- 120 credit hours are required for a BS degree.
- Students have the option of adding another area of concentration for Middle school such as:
  - Middle School Language Arts courses (24 credit hours)
  - Middle School Science courses (24 credit hours)
  - Middle School Social Studies Courses (24 credit hours)

Or taking additional courses in the following categories:
- Additional courses in Math
- Inclusion courses
- Family Engagement courses
- TESOL (ELL) courses:
- Autism courses:
- Foreign Language courses
- Additional courses in Reading
Proposed Program Changes to
BSED Middle School Education Program - Science
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Middle School Education - Science. The major changes include:

- Program is changed from two areas of concentration to one area of concentration to mirror the state and national model.
- Program includes an option for additional certification or being able to add a minor.
- Program allows teacher candidates to take many of their content courses as well as courses that will assist them to be successful in entering the teacher education program.
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Rationale for the Changes:
These changes are proposed in the Middle School Education are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Middle School majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Content exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.
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<th>Current Curriculum (Middle School Education with two Areas of Concentration)</th>
<th>Proposed Curriculum (Middle School Education with one Area of Concentration)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course # - Title</strong></td>
<td><strong>Credit Hr</strong></td>
</tr>
<tr>
<td>UI 100- First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Artistic Expression course- Any</td>
<td>3</td>
</tr>
<tr>
<td>ED 250- Introduction to MSE Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ED 251- Introduction to MSE Technology</td>
<td>2</td>
</tr>
<tr>
<td>PY 222- Development of the Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>Literary Expression- Any</td>
<td>3</td>
</tr>
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<td>EN 140- Rhetoric and Critical Thinking</td>
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<tr>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>PS 103- US Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>Social Systems: SE 275- Diversity in America's School</td>
<td>3</td>
</tr>
<tr>
<td>US 105- American Hist. 1 or US107- American Hist. II</td>
<td>3</td>
</tr>
<tr>
<td>EP 301- School and Society</td>
<td>2</td>
</tr>
<tr>
<td>SE 301- Fundamentals of Middle School Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 302- Teaching Reading &amp; Writing in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>SE 305- Middle &amp; Secondary Block II Field Exper.</td>
<td>2</td>
</tr>
<tr>
<td>SE 306- Theories of Learning and Management</td>
<td>2</td>
</tr>
<tr>
<td>SE 307- Teaching Reading in Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>SE 300- Technology to Enhance Learning</td>
<td>2</td>
</tr>
<tr>
<td>SE 320- Techniques of Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>SE 310- Middle Block Field Experience- Science</td>
<td>3</td>
</tr>
<tr>
<td>EX 390- Psych. and Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>SE 463- Student Teaching Secondary (1st)</td>
<td>6</td>
</tr>
<tr>
<td>SE 464- Student Teaching Secondary (2nd)</td>
<td>6</td>
</tr>
<tr>
<td>EF 400- Seminar in Educational Issues for Student Teachers</td>
<td>1</td>
</tr>
<tr>
<td>CH 181- Basic Principles of Chemistry OR CH 185- General Chemistry</td>
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<tr>
<td>PH 106- Physical Concepts</td>
<td>3</td>
</tr>
<tr>
<td>PH 109- Exploring the Universe</td>
<td>3</td>
</tr>
<tr>
<td>GO 110- Physical Geology OR UI 318- Earth Science: Proc. Approach</td>
<td>3</td>
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<tr>
<td>GO 220- Meteorology OR GO 150- Earth Science: Environmental Hazards</td>
<td>3</td>
</tr>
<tr>
<td>BS 108- Biology for Living OR BS 218- Biology Sciences: A Pro Approach</td>
<td>3</td>
</tr>
<tr>
<td>BO 200- Botany OR BS 105- Environmental Biology OR BS 107- Investigations in Biology OR ZO 200- Zoology</td>
<td>3</td>
</tr>
<tr>
<td>PH 218- Physical Science: A Process Approach</td>
<td>3</td>
</tr>
<tr>
<td>UI 318- Earth Science: A Process Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 102

-120 credit hours are required for a BS degree.

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  - Middle School Language Arts courses (24 credit hours)
  - Middle School Math courses (24-27 credit hours)

Or taking additional courses in the following categories:
  - Additional courses in Science
  - Inclusion courses
  - Family Engagement courses
  - TESOL (ELL) courses:

- Additional courses in Reading
- Autism courses:
- Foreign Language courses
Proposed Program Changes to
BSED Middle School Education Program - Social Studies
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Middle School Education - Social Studies. The major changes include:

- Program is changed from two areas of concentration to one area of concentration to mirror the state and national model.
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<td>Artistic Expression course- Any</td>
<td>3</td>
</tr>
<tr>
<td>ED 250- Introduction to MSE Teaching</td>
<td>2</td>
<td>ED 280- Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 251- Introduction to MSE Technology</td>
<td>2</td>
<td>SE 250- Pedagogy 1: Principles of Effective Teaching</td>
<td>3</td>
</tr>
<tr>
<td>PY 222- Development of the Adolescent</td>
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<td>Literary Expression- Any</td>
<td>3</td>
<td>LI 256- The Variety of Literature</td>
<td>3</td>
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<td>Living Systems- Any BI/BS course in Living Systems</td>
<td>3</td>
<td>BS 218- Biological Science: A Process Approach</td>
<td>3</td>
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<tr>
<td>Physical Systems- Any CH, PH, or GO</td>
<td>3</td>
<td>PH 218- Physical Science: A process Approach</td>
<td>3</td>
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<tr>
<td>MA 118 and MA 318</td>
<td>6</td>
<td>MA 218- Concept of School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Economic Systems- Any EC Course</td>
<td>3</td>
<td>EC 101- Economic Problems and Policies</td>
<td>3</td>
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<tr>
<td>PS 103- US Political Systems</td>
<td>3</td>
<td>PS 103- US Political Systems</td>
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<tr>
<td>Social Systems: SE 275- Diversity in America’s School</td>
<td>3</td>
<td>OS 200- Survey of Social Science</td>
<td>3</td>
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<tr>
<td>US 105- American Hist. I or US107- American Hist. II</td>
<td>3</td>
<td>US 105- American History I (Counts toward the major as well)</td>
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<tr>
<td>EF 304- School and Society</td>
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<tr>
<td>SE 301- Fundamentals of Middle School Education</td>
<td>3</td>
<td>SE 360- Pedagogy 2: Interdisciplinary Methods for Middle School</td>
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<tr>
<td>SE 302- Teaching Reading &amp; Writing in the Middle School</td>
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<tr>
<td>SE 305- Middle and Secondary Block II Field Experience</td>
<td>2</td>
<td>SE 355- Field II</td>
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<tr>
<td>SE 306- Theories of Learning and Management</td>
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<tr>
<td>SE 307- Teaching Reading in Secondary School</td>
<td>2</td>
<td>SE 307- Reading and Writing in the Content Area</td>
<td>3</td>
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<tr>
<td>SE 390- Technology to Enhance Learning</td>
<td>2</td>
<td>UI 506- Education, Law, and Society</td>
<td>3</td>
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<tr>
<td>SE 318- Techniques of Teaching Social Studies</td>
<td>3</td>
<td>SE 385- Pedagogy 3: Middle &amp; Secondary Education Methods of Secondary Teaching</td>
<td>3</td>
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<tr>
<td>SE 374- Middle Block Field Experience- Social Studies</td>
<td>1</td>
<td>SE 380- Advanced Field</td>
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<tr>
<td>EX 390- Psych. and Education of the Exceptional Child</td>
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<td>EX 390- Psych. and Education of the Exceptional Child</td>
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<tr>
<td>SE 463- Student Teaching Secondary (1st)</td>
<td>6</td>
<td>SE 465- Student Teaching</td>
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<tr>
<td>SE 464- Student Teaching Secondary (2nd)</td>
<td>6</td>
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<tr>
<td>EF 400- Seminar in Educational Issues for Student Teachers</td>
<td>1</td>
<td>EF 400- Student Teaching Seminar</td>
<td>1</td>
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<tr>
<td>US 105- American History I</td>
<td>3</td>
<td>US 105- American History I</td>
<td>3</td>
</tr>
<tr>
<td>EH 101- European History I</td>
<td>3</td>
<td>EH 101- Early European Civilization</td>
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<tr>
<td>EH 103- European History II</td>
<td>3</td>
<td>PS 103- US Political Systems</td>
<td>3</td>
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<tr>
<td>Any U.S. History Course: US 2XX to US 5XX</td>
<td>3</td>
<td>OS 200- Survey of Social Science</td>
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<tr>
<td>Any U.S. Government Course: PS 3XX to PS 5XX OR UI 320- The Modern Presidency</td>
<td>3</td>
<td>EC 101- Economic Problems and Policies</td>
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<tr>
<td>GG130- People and Places of the World OR UI 308- Cultural &amp; Physical Landscapes of the World</td>
<td>3</td>
<td>UI 308- Culture and Physical Landscapes of the World</td>
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<tr>
<td>WH 305- World Civilizations</td>
<td>3</td>
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<td></td>
</tr>
</tbody>
</table>

120 credit hours are required for a BS degree.

Students have the option of adding another area of concentration for Middle school such as:
- Middle School Math courses (24-27 credit hours)
- Middle School Science courses (24 credit hours)

Or taking additional courses in the following categories:
- Additional courses in History
- Inclusion courses
- Family Engagement courses
- TESOL (ELL) courses:
- Middle School Language Arts courses (24 credit hours)
- Autism courses:
- Foreign Language courses
- Additional courses in Reading
BSED Physical Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   - Title change only
   - Combination program created out of closely allied existing programs
   - Option(s) added to existing program (attach curriculum for option)
   - Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   - Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   - Addition of free-standing single-semester certificate program
   - Delete program
   - Delete option
   - Place program on “Inactive Status” list
   - Other (attach description) 
   
   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Degree</td>
</tr>
<tr>
<td>Physical Education K-12</td>
<td>B.S. in Education</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Spring 2015

AUTHORIZATION

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

Dr. Thomas J. Pujol, Dept. Chair, Health, Human Performance, & Recreation 573-651-2664
Person to Contact for More Information       Telephone Number
Proposed Program Changes to
BSED Physical Education, K-12
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for BSED Physical Education, K-12. The major changes include:

- Program allows teacher candidates to take many of their content courses as well as courses that will assist them to be successful in entering the teacher education program.
- Two new courses were developed (PE 261, PE 263) to meet Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Physical Education Teacher Education Program K-12.
- Major revision for course PE 217 to modify number of credit hours from 4 credits to 3 credits.
- Courses developed based on the new MoSPE standards (Revised), PE 216, PE 217, PE 239, PE 240, PE 262, PE 305, PE 315, and PE 408.
- Teacher candidates to be eligible for student-teaching must pass the MoCA (Mo Content Assessment).
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Physical Education, K-12 are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare K-12 Physical Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA; Content exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements and the test frameworks.
# Course Details of Program Changes: B.S. Ed. in Physical Education, K-12

**Southeast Missouri State University**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
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<tbody>
<tr>
<td><strong>Pedagogy</strong></td>
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</tr>
<tr>
<td>ED250 Intro to Teaching (2)</td>
<td>ED280 Introduction to Education as a Profession (3)</td>
</tr>
<tr>
<td>PY222 Development of the Adolescent (3)</td>
<td>PY222 Development of the Adolescent (3)</td>
</tr>
<tr>
<td>ED251 Intro to Technology (2)</td>
<td>SE350 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
</tr>
<tr>
<td>EF304 School &amp; Society (2)</td>
<td>SE365 Pedagogy 2: Secondary School- Interdisciplinary Methods and Technology (4)</td>
</tr>
<tr>
<td>SE305 Secondary Block I Field Experience (2)</td>
<td>SE355 Field Experience 2 (3)</td>
</tr>
<tr>
<td>SE306 Theories of Learning &amp; Management (2)</td>
<td>OS 200 Survey of Social Science (3)</td>
</tr>
<tr>
<td>SE307 Teaching Reading/Secondary School (2)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
</tr>
<tr>
<td>SE308 Fund of High School Education (3)</td>
<td>SE 380 Advanced Field Experience (3)</td>
</tr>
<tr>
<td>SE275 Diversity in America's Schools (3)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
</tr>
<tr>
<td>SE222 Secondary Block I Field Experience (0)</td>
<td>SE307 Reading and Writing in the Content Area (3)</td>
</tr>
<tr>
<td>SE300 Technology to Enhance Learning (2)</td>
<td>EI400 Seminar in Educational Issues (1)</td>
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<tr>
<td>SE321 Techniques of Teaching Physical Education (3)</td>
<td>SE 321 Techniques of Teaching Physical Education (3)</td>
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<tr>
<td>SE370 Secondary Block III Field Experience (2)</td>
<td>SE 390 Instructional Interventions for Middle and Secondary Students with Special Literacy Needs (3)</td>
</tr>
<tr>
<td>EF400 Seminar in Educational Issues for Student Teachers (1)</td>
<td>SE 465 Middle and Secondary Student Teaching Field Experience (12)</td>
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<tr>
<td>SE463 Student Teaching Secondary (1st) (6)</td>
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<tr>
<td>SE464 Student Teaching Secondary (2nd) (6)</td>
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<tr>
<th>Content</th>
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<tbody>
<tr>
<td>BS 113 Anatomy and Physiology I (4)</td>
<td>BS 113 Anatomy and Physiology I (4)</td>
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<tr>
<td>HL 231 Fitness Conditioning (3)</td>
<td>HL 231 Fitness Conditioning (3)</td>
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<tr>
<td>PE 201 Sport and Society (3)</td>
<td>PE 201 Sport and Society (3)</td>
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<tr>
<td>PE 216 Theory and Practice of Team Sports (2)</td>
<td>PE 216 Theory and Practice of Team Sports (2)</td>
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<tr>
<td>PE 217 Theory and Practice of Individual and Dual Leisure Activities (4)</td>
<td>PE 217 Theory and Practice of Individual and Dual Leisure Activities (3)</td>
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<tr>
<td>PE 220 First Aid (2)</td>
<td>PE 220 First Aid (2)</td>
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<tr>
<td>PE 235 Psychology of Coaching and Human Performance (3)</td>
<td>PE 235 Psychology of Coaching and Human Performance (3)</td>
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<tr>
<td>PE 238 Foundations of Science and Philosophy of Physical Education (2)</td>
<td>PE 238 Foundations, History and Philosophy of Physical Education (3)</td>
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<tr>
<td>PE 239 Teaching Children Physical Education (3)</td>
<td>PE 239 Teaching Children Physical Education (3)</td>
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<tr>
<td>PE 240 Rhythm Plays and Games (2)</td>
<td>PE 240 Rhythm Plays and Games (2)</td>
</tr>
<tr>
<td>PE 305 Motor Development (3)</td>
<td>PE 261 Concepts in Injury Management in Physical Education (3)</td>
</tr>
<tr>
<td>PE 310 Assessment for Physical Educators (3)</td>
<td>PE 262 Introduction to Group Exercise (1)</td>
</tr>
<tr>
<td>PE 315 Methods in Middle School Physical Education (3)</td>
<td>PE 263 Injury Management in Physical Education Lab (1)</td>
</tr>
<tr>
<td>PE 341 Physiology of Conditioning (3)</td>
<td>PE 305 Motor Development (3)</td>
</tr>
<tr>
<td>PE 408 Physical Education for Individuals with Disabilities (3)</td>
<td>PE 310 Assessment for Physical Educators (3)</td>
</tr>
<tr>
<td>PE 464 Kinesiology (3)</td>
<td>PE 315 Methods in Middle School Physical Education (3)</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

| AT 103 Swimming | AT 136 Walk/Jog for Fitness |
| AT 142 Weight Training | AT 153 Angling, Archery & Firearms |
| AT 164 Golf | AT 176 Tennis |
| AT 192 Judo | AT 198 Taekwondo Do |

**Choose one of the following:**

| AT 130 Aerobics | DA 130 Ballroom Dance |
| DA 145 Country Line Dance | DA 185 Beginning Jazz Dance |

**Total Program Hours: 92 - 98**
BSED Physics Education / Physics Education (Unified Science)

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   - Title change only
   - Combination program created out of closely allied existing programs
   - Option(s) added to existing program (attach curriculum for option)
   - Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   - Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   - Addition of free-standing single-semester certificate program
   - Delete program
   - Delete option
   - Place program on “Inactive Status” list
   - X Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
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<tr>
<td>Title: Secondary Education/Physics</td>
<td>Title: Secondary Education/Physics</td>
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<td>Degree: Bachelor of Science in Education</td>
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<tr>
<td>Title: Secondary Education/Physics (Unified Science)</td>
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</tr>
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<td>Degree: Bachelor of Science in Education</td>
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<td>CIP Code: 131316</td>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer Signature Date

Dr. David Probst, Chairperson, Dept of Physics & Engineering Physics (573) 651-2167
Person to Contact for More Information Telephone Number
Proposed Program Changes to
BSED Secondary Education/Physics
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Secondary Education/Physics. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE 465)
- The content courses for certification are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in English).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes proposed in the BSED Secondary Education/Physics are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and NSTA.
Course Details of Program Changes: B.S. Ed. in Secondary Education/Physics, 9-12
Southeast Missouri State University

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>ED250 Intro to Teaching (2)</td>
<td>ED280 Introduction to Education as a Profession (3)</td>
</tr>
<tr>
<td>PY222 Development of the Adolescent (3)</td>
<td>PY222 Development of the Adolescent (3)</td>
</tr>
<tr>
<td>ED251 Intro to Technology (2)</td>
<td>SE350 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
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<tr>
<td>EF304 School &amp; Society (2)</td>
<td>SE365 Pedagogy 2: Secondary School- Interdisciplinary Methods and Technology (4)</td>
</tr>
<tr>
<td>SE306 Theories of Learning &amp; Management (2)</td>
<td>SE307 Content Literacy Methods for Middle and High School (3)</td>
</tr>
<tr>
<td>SE308 Fund of High School Education (3)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
</tr>
<tr>
<td>SE310 Technology to Enhance Learning (2)</td>
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<tr>
<td>SE307 Teaching Reading/Secondary School (2)</td>
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<tr>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<tr>
<td>SE305 Secondary Block II Field Experience (2)</td>
<td>SE355 Field Experience 2 (3)</td>
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<tr>
<td>SE320 Techniques of Teaching Science (3)</td>
<td>SE320 Techniques of Teaching Science (3)</td>
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<tr>
<td>SE370 Secondary Block III Field Experience (2)</td>
<td>SE 380 Advanced Field Experience (3)</td>
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<tr>
<td>EP400 Seminar in Educational Issues for Student Teachers (1)</td>
<td>EP400 Seminar in Educational Issues (1)</td>
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<tr>
<td>SE463 Student Teaching Secondary (1st) (6)</td>
<td>SE465 Middle and Secondary Student Teaching Field Experience (12)</td>
</tr>
<tr>
<td>SE464 Student Teaching Secondary (2nd) (6)</td>
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</tr>
<tr>
<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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**Content**

<table>
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<tr>
<th>Current Program</th>
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<tbody>
<tr>
<td>UI422 Scientific Reasoning (3)</td>
<td>UI422: Scientific Reasoning (3)</td>
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<tr>
<td>EP100 Intro to Physics &amp; Engineering Concepts (1)</td>
<td>EP100: Intro to Physics &amp; Engineering Concepts (1)</td>
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<td>MA140 Analytical Geometry and Calculus I (5)</td>
<td>MA140 Analytical Geometry and Calculus I (5)</td>
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<td>MA145 Analytical Geometry and Calculus II (4)</td>
<td>MA145 Analytical Geometry and Calculus II (4)</td>
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<tr>
<td>MA240 Analytical Geometry and Calculus III (3)</td>
<td>MA244 Analytical Geometry and Calculus III (4)</td>
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<td>PH230/030 General Physics I with lab (5)</td>
<td>PH230/030 General Physics I with lab (5)</td>
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<tr>
<td>PH231/031 General Physics II with lab (5)</td>
<td>PH231/031 General Physics II with lab (5)</td>
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<td>PH360 Modern Physics (3)</td>
<td>PH360: Modern Physics (3)</td>
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<td>UI330 Experimental Methods I (3)</td>
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<td>CH181/001/081 Basic Principles of Chemistry (5) OR</td>
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<td>CH185/005/085: General Chemistry I (5) AND</td>
<td>CH185/005/085: General Chemistry I (5) AND</td>
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<td>CH186 General Chemistry II (3)</td>
<td>CH186 General Chemistry II (3)</td>
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<td>BI332 General Ecology (3)</td>
<td>BI332 General Ecology OR (3)</td>
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<td>BS105 Environmental Biology (3) OR</td>
<td>BS105 Environmental Biology (3) OR</td>
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<tr>
<td>GO305 Environmental Geoscience (3) OR</td>
<td>GO305 Environmental Geoscience (3) OR</td>
</tr>
<tr>
<td>UI360 Recycling &amp; Waste Management (3) OR</td>
<td>UI360 Recycling &amp; Waste Management (3)</td>
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<td>UI372 Earthquakes &amp; Society (3)</td>
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<tr>
<td>BS108 Biology for Living (3) OR</td>
<td>BS108 Biology for Living (3) OR</td>
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<tr>
<td>BS 218 Bio Science: A Process Approach (3) OR</td>
<td>BS 218 Bio Science: A Process Approach (3) OR</td>
</tr>
<tr>
<td>OR BO200 Plant Biology (3) OR</td>
<td></td>
</tr>
<tr>
<td>OR ZO200 Animal Biology (3)</td>
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<tr>
<td>UJ18 Earth Science: A Process Approach (3) OR</td>
<td>UJ18 Earth Science: A Process Approach (3) OR</td>
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<tr>
<td>GO110 Physical Geology (3) OR</td>
<td>GO110 Physical Geology (3) OR</td>
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<tr>
<td>GO220 Meteorology (3) OR</td>
<td>GO220 Meteorology (3) OR</td>
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<tr>
<td>GO320 Oceanography (3)</td>
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<tr>
<td>MA 245 Vector Calculus (2)</td>
<td>Choose 6 hours from:</td>
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<tr>
<td>Choose 6 hours from:</td>
<td>Any PH/EP course or CS177 Programming for Scientists &amp; Engineers</td>
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<tr>
<td>PH341 Optics (3)</td>
<td>Choose 3 hours from:</td>
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<tr>
<td>Choose 3 hours from:</td>
<td>Any PH/EP course at the 300-level or above</td>
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<tr>
<td>PH370 Mechanics (3)</td>
<td>EP405 Engineering in Science Education (1)</td>
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<tr>
<td>PH371 Electromagnetics (3)</td>
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Total Program Hours: 101-104
Proposed Program Changes to
BSED Secondary Education/Physics (Unified Science), 9-12
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Secondary Education/Physics (Unified Science), 9-12. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE 465).
- The content courses for certification are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in English).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes proposed in the BSED Secondary Education/Physics (Unified Science), 9-12 are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and NSTA.
## Course Details of Program Changes: B.S. Ed. in Secondary Education/Physics (Unified Science), 9-12

**Southeast Missouri State University**

<table>
<thead>
<tr>
<th>Current Program</th>
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<tbody>
<tr>
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<td>SE350 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
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<tr>
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<td>SE365 Pedagogy 2: Secondary School-Interdisciplinary Methods and Technology (4)</td>
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<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<td>SE275 Diversity in America's Schools (3)</td>
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<td>SE300 Technology to Enhance Learning (2)</td>
<td>SE307 Content Literacy Methods for Middle and High School (3)</td>
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<td>SE307 Teaching Reading/Secondary School (2)</td>
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<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<td>SE305 Secondary Block II Field Experience (2)</td>
<td>SE355 Field Experience 2 (3)</td>
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<tr>
<td>SE320 Techniques of Teaching Science (3)</td>
<td>SE320 Techniques of Teaching Science (3)</td>
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<tr>
<td>SE370 Secondary Block III Field Experience (2)</td>
<td>SE 380 Advanced Field Experience (3)</td>
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<td>EF400 Seminar in Educational Issues for Student Teachers (1)</td>
<td>EF400 Seminar in Educational Issues (1)</td>
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<td>SE463 Student Teaching Secondary (1st) (6)</td>
<td>SE465 Middle and Secondary Student Teaching Field Experience (12)</td>
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<td>SE464 Student Teaching Secondary (2nd) (6)</td>
<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<tr>
<td>EP100: Intro to Physics &amp; Engineering Concepts (1)</td>
<td>EP100: Intro to Physics &amp; Engineering Concepts (1)</td>
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<tr>
<td>MA140 Analytical Geometry and Calculus I (5)</td>
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<td>MA145 Analytical Geometry and Calculus II (4)</td>
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<td>MA240 Analytical Geometry and Calculus III (3)</td>
<td>MA244 Analytical Geometry and Calculus III (4)</td>
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<td>PH230/030 General Physics I with lab (5)</td>
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<tr>
<td>PH231/031 General Physics II with lab (5)</td>
<td>PH231/031 General Physics II with lab (5)</td>
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<td>PH345 Experimental Methods I (3) OR UI330 Experimental Methods I (3)</td>
<td>PH345 Experimental Methods I (3)</td>
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<tr>
<td>PH360 Modern Physics (3)</td>
<td>PH360: Modern Physics (3)</td>
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<td>UI422 Scientific Reasoning (3)</td>
<td>UI422: Scientific Reasoning (3)</td>
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<tr>
<td>BS132 General Ecology (3) OR BS105 Environmental Biology (3) OR GO305 Environmental Geoscience (3) OR UIJ360 Recycling &amp; Waste Management (3) OR UI372 Earthquakes &amp; Society (3)</td>
<td>BS132 General Ecology OR (3)</td>
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<td>CH185/005/085 General Chemistry I (5)</td>
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<td>CH186 General Chemistry II (3)</td>
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<td>GO110 Physical Geology (3)</td>
<td>GO110 Physical Geology (3)</td>
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<tr>
<td>BS 218 Bio Science; A Process Approach (3)</td>
<td>BS218 Biological Science; A Process Approach (3)</td>
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<td>PH370 Mechanics (3)</td>
<td>BS153 Intro to Organismal Biology (4)</td>
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<td>BO200 Plant Biology (4)</td>
<td>BS158 Earth Science; A Process Approach (3)</td>
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<td>BS108 Biology for Living (3)</td>
<td>EP405 Engineering in Science Education (1)</td>
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<tr>
<td>GO220 Meteorology (3)</td>
<td>Choose 9 hours from:</td>
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<tr>
<td>GO320 Oceanography (3)</td>
<td>CS177 Programming for Scientists and Engineers OR Any PH/EP course</td>
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<tr>
<td>PH341 Optics (3)</td>
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<td>PH371 Electromagnetics (3)</td>
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<tr>
<td>MA 245 Vector Calculus (2)</td>
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**Total Program Hours: 116**

**Total Program Hours: 114**
BSED Secondary Education/English

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   ___ Title change only
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ Place program on “Inactive Status” list
   ___ Other (attach description)
   X ___ 

a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
b) In the right section, place the program (and options) as they would appear after changes have been approved.
c) For certificates, place the title, degree and CIP for the parent program in the left section.

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<td>Secondary</td>
<td>BSED</td>
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<tr>
<td>Education/English</td>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: August 2015

AUTHORIZATION

Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer: Signature: Date:

Dr. Susan Kendrick, Dept. Chair, English 573-651-2156

Person to Contact for More Information: Telephone Number:
Proposed Program Changes to
BSED Secondary Education/English, 9-12
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for B.S. Ed. Secondary Education/English, 9-12. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 360, SE 380, SE 385, SE 390 and SE465).
- The content courses for certification (English) are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading LI 385 and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the Missouri Content Assessment in English.
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the B.S. Ed. in Secondary Education/English, 9-12 to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Missouri General Education Assessment (MoGEA) entrance exam and the Missouri Content Area Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks, and the National Council of Teachers of English.
### Course Details of Program Changes: B.S. Ed. in Secondary Education English, 9-12  
**Southeast Missouri State University**

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<td>PY222 Development of the Adolescent (3)</td>
<td>PY222 Development of the Adolescent (3)</td>
</tr>
<tr>
<td>ED251 Intro to Technology (2)</td>
<td>SE350 Pedagogy: Principles of Effective Teaching in the Middle and Secondary (3)</td>
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<tr>
<td>BF304 School &amp; Society (2)</td>
<td>SET75 Pedagogy: Principles of Effective Teaching in the Middle and Secondary (3)</td>
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<tr>
<td>SE306 Theories of Learning &amp; Management (2)</td>
<td>SE365 Pedagogy: Secondary School Interdisciplinary Methods and Technology (4)</td>
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<tr>
<td>SE275 Diversity in America's Schools (3)</td>
<td>SE385 Pedagogy: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<td>SE465 Teaching Literature in the Secondary Schools (3)</td>
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<td>SE307 Teaching Reading/Secondary School (2)</td>
<td>SE319 Techniques of Teaching English (3)</td>
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<td>SE370 Secondary Block II Field Experience (2)</td>
</tr>
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<td>SE380 Advanced Field Experience (3)</td>
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<td>EF400 Seminar in Educational Issues for Student Teachers (1)</td>
<td>EF400 Seminar in Educational Issues (1)</td>
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<td>SE406 Student Teaching Secondary (1st) (6)</td>
<td>SE405 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<td>SE464 Student Teaching Secondary (2nd) (6)</td>
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<tr>
<td>EN201 Writing About Literature (3)</td>
</tr>
<tr>
<td>EN378 Grammar of English (3)</td>
</tr>
<tr>
<td>EN379 Composition in the Secondary Classroom (3)</td>
</tr>
<tr>
<td>LI260 English Literature I (3) OR LI261 English Literature II (3)</td>
</tr>
<tr>
<td>LI270 American Literature I (3) OR LI271 American Literature II (3)</td>
</tr>
<tr>
<td>LI311 World Literature I (3) OR LI312 World Literature II (3)</td>
</tr>
<tr>
<td>LI385 Literature in the Secondary School (3)</td>
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<tr>
<td>LI542 Young Adult Literature (3)</td>
</tr>
<tr>
<td>EN486 Sociolinguistics (3) OR UI500 History of English Language (3) OR UI501 Principles of Language (3)</td>
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<tr>
<td>EN275 Intro to Creative Writing (3) OR EN376 Advanced Composition (3)</td>
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<tr>
<td>Upper Division Electives (Choose 6 hours):</td>
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<tr>
<td>EN300-EN599 English elective (3)</td>
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<tr>
<td>LI300-L1599 Literature elective (3)</td>
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<tr>
<td>UI332 Images of Women in Literature (3)</td>
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<tr>
<td>UI341 Victorian Studies (3)</td>
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<tr>
<td>UI431 Shakespeare’s Tragedies (3)</td>
</tr>
<tr>
<td>UI432 Shakespeare’s History Plays and Comedies (3)</td>
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<tr>
<td>LI256 Variety of Literature (3)</td>
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<tr>
<td>EN140 Rhetoric and Critical Thinking (3)</td>
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</table>

**Total Program Hours: 83**

**Total Program Hours: 86**
BSED Secondary Education/French

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   ___ Title change only
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ Place program on “Inactive Status” list
   X ___ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
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3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION

Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer: Signature Date

Dr. Toni Alexander, Dept. Chair, Global Cultures & Languages 573-651-2478

Person to Contact for More Information: Telephone Number
Proposed Program Changes to
BSED Secondary Education/French, K-12
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for BSED Secondary Education/French, K-12. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 350, SE 355, SE 365, SE 307, SE 380, SE 385, SE 315, EX 390 and SE 465).
- The content courses for certification are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in Art). Accordingly, the Art and New Technology course (AR 323) or AW845 Computer Workshop was added to address the technology content. These are existing courses in the Department of Art Curriculum.
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience, which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Secondary Education/French, K-12 are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and the NSTA.
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<td>SE322 Techniques of Teaching Foreign Languages (3)</td>
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<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<td>SE1XX Special Subject Techniques Course (3)</td>
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<td><strong>Content</strong></td>
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<tr>
<td>FR 001 French Exit Exam (0)</td>
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<tr>
<td>FR 100 French Language &amp; Culture I (3)</td>
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<td>FR 200 French Language &amp; Culture III (3)</td>
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<td>FR 300 French Literature (3)</td>
<td>FR306 Contemporary France (3)</td>
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<td>FR 320 French Pronunciation &amp; Phonetics (3)</td>
<td>FR320 French Pronunciation and Phonetics (3)</td>
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<td><strong>Choose 5 Hours from:</strong></td>
<td>Choose 5 hours from:</td>
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<tr>
<td>FL311 Survey of FR, GN, SN Literature (3)</td>
<td>FR311 Survey of French Literature II (3)</td>
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<td>FR375 French Cinema (3)</td>
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<td>FR415 17th Century French Literature (3)</td>
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<td><strong>Choose 5 Hours from:</strong></td>
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<td>FR 301 Intermediate French Composition (3)</td>
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<td>FR 305 Intermediate French Conversation (3)</td>
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<td><strong>Choose 5 Hours FL/FR Electives (300-500 level)</strong></td>
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<td><strong>Choose 3 Hours from:</strong></td>
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<td>EH 103 European Civilization (3)</td>
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<td>EH 366 Age of French Rev &amp; Napoleon (3)</td>
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<td>EH 370 Europe in the 20th Century (3)</td>
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<td>EH 514 History of Modern France (3)</td>
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<td>FL 205 Art of French Cinema (3)</td>
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<td>UI 375 European Film (3)</td>
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**Total Program Hours: 83**
BSED Secondary Education/German

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   ___ Title change only
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ Place program on “Inactive Status” list
   ___ Other (attach description)
   X

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

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<tbody>
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<td>BSED</td>
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</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION

Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer   Signature   Date

Dr. Toni Alexander, Dept. Chair, Global Cultures & Languages 573-651-2478

Person to Contact for More Information   Telephone Number
Proposed Program Changes to
BSED Secondary Education/German, K-12
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo, Dept. of Elementary & Secondary Education (DESE) certification requirements for BSED Secondary Education/German, K-12. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 350, SE 355, SE 365, SE 307, SE 380, SE 385, SE 315, EX 390 and SE 465).
- The content courses for certification are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in Art). Accordingly, the Art and New Technology course (AR 323) or AW845 Computer Workshop was added to address the technology content. These are existing courses in the Department of Art Curriculum.
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience, which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Secondary Education/German, K-12 are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and the NSTA.
## Course Details of Program Changes: B.S. Ed. in Secondary Education/German, K-12
### Southeast Missouri State University

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pedagogy</strong></td>
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<tr>
<td>ED250 Intro to Teaching (2)</td>
<td>ED280 Introduction to Education as a Profession (3)</td>
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<td>PY222 Development of the Adolescent (3)</td>
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<td>ED2751 Intro to Technology (2)</td>
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<td>EF304 School &amp; Society (2)</td>
<td>SE525 Pedagogy 2: Secondary School - Interdisciplinary Methods and Technology (4)</td>
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<td>SE305 Secondary Block II Field Experience (2)</td>
<td>SE355 Field Experience 2 (3)</td>
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<td>SE306 Theories of Learning &amp; Management (2)</td>
<td>SE322 Techniques of Teaching Foreign Languages (3)</td>
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<td>SE307 Teaching Reading/Secondary School (2)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<td>SE308 Fund of High School Education (3)</td>
<td>SE380 Advanced Field Experience (3)</td>
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<td>SE275 Diversity in America’s Schools (4)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
<td>SE307 Content Literacy Methods for Middle and High School (3)</td>
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<td>SE300 Technology to Enhance Learning (2)</td>
<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<tr>
<td>SE3XX Special Subject Techniques Course (3)</td>
<td>EF400 Seminar in Educational Issues (1)</td>
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<tr>
<td>SE370 Secondary Block III Field Experience (2)</td>
<td>SE465 Middle and Secondary Student Teaching Field Experience (12)</td>
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<tr>
<td>EP400 Seminar in Educational Issues for Student Teachers (1)</td>
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<tr>
<td>SE465 Student Teaching Secondary (1st) (6)</td>
<td>SE464 Student Teaching Secondary (2nd) (6)</td>
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<td>GN 001 German Exit Exam (0)</td>
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<td>GN 220 German Literature (3)</td>
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<tr>
<td>GN 320 German Culture &amp; Civilization (3)</td>
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### Choose 6 Hours From:
- FL 311 Survey of FR, GN & SN Lit (3)
- GN 310 Survey of German Literature I (3)
- GN 311 Survey of German Literature I (3)
- GN 424 Twentieth-Century German Literature (3)
- GN 440 Special Topics: German (3)

### Choose 6 Hours From:
- GN 301 Intermediate German Composition (3)
- GN 305 Conversational German (3)
- GN 315 Commercial German (3)
- GN 350 German Grammar (3)
- GN 340 German Phonetics & Pronunciation (3)

### Choose 9 Hours of FL/GN Electives (300-500 level):
- Choose 6 hours from:
  - GN301 Intermediate German Composition (3) OR
  - GN305 Conversational German (3) OR
  - GN315 Commercial German (3) OR
  - GN350 German Grammar (3) OR
  - GN340 German Phonetics and Pronunciation (3)

### Total Program Hours: 83

### Total Program Hours: 83
BSED Secondary Education/Social Studies

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   ____ Title change only
   ____ Combination program created out of closely allied existing programs
   ____ Option(s) added to existing program (attach curriculum for option)
   ____ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ____ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ____ Addition of free-standing single-semester certificate program
   ____ Delete program
   ____ Delete option
   ____ Place program on "Inactive Status" list
   X  ____ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

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<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
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<td>Title</td>
<td>Degree</td>
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<td>Secondary Education/Social Studies</td>
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<td></td>
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<td></td>
<td>Bachelor of Science in Education</td>
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3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer Signature Date

Dr. Wayne Bowen, Chair, Department of History 573-651-2179

Person to Contact for More Information Telephone Number
Proposed Program Changes to
BSED Secondary Education/Social Studies
Southeast Missouri State University

Type of Program Change:
Major revision of course work in the Secondary Education/Social Studies program to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Secondary Education. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE465
- The content courses for certification Chemistry are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in English).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Secondary Education/Social Studies are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and NSTA.
## Course Details of Program Changes: B.S. Ed. in Social Studies, 9-12
### Southeast Missouri State University

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<thead>
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<tbody>
<tr>
<td><strong>Pedagogy</strong></td>
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<tr>
<td>ED250 Intro to Teaching (3)</td>
<td>ED280 Introduction to Education as a Profession (3)</td>
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<td>PY222 Development of the Adolescent (3)</td>
<td>PY222 Development of the Adolescent (3)</td>
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<td>ED251 Intro to Technology (2)</td>
<td>SE350 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
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<tr>
<td>EF304 School &amp; Society (2)</td>
<td>SE365 Pedagogy 2: Secondary School- Interdisciplinary Methods and Technology (4)</td>
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<tr>
<td>SE306 Theories of Learning &amp; Management (2)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<td>SE308 Fund of High School Education (3)</td>
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<td>SE307 Diversity in America’s Schools (3)</td>
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<td>SE300 Technology to Enhance Learning (2)</td>
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<td>SE305 Secondary Block II Field Experience (2)</td>
<td>SE355 Field Experience 2 (3)</td>
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<td>SE370 Secondary Block III Field Experience (2)</td>
<td>SE 380 Advanced Field Experience (3)</td>
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<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<td>SE397 Content Literacy Methods for Middle and High School (3)</td>
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<td>SE318 Techniques of Teaching Secondary Social Studies (3)</td>
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<td>EP400 Seminar in Educational Issues (1)</td>
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<td>AN181 Intro to Cultural Anthropology (3)</td>
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<td>EH103 Modern European Civ (3)</td>
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<td>GH315 Historiography (3)</td>
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<td>PS103 U.S. Political Systems (3)</td>
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<td>PY 102 Introduction to Psychology (3)</td>
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<td>SS200 Introduction to Teaching Social Studies in the Secondary School (3)</td>
<td>SS200 Introduction to Teaching Social Studies in the Secondary School (3)</td>
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<td>SS300 Constructing Curriculum in Secondary Social Studies (3)</td>
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<td>US105 American History I (3)</td>
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<td>US107 American History II (3)</td>
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<td>Any EH course (300-599) (3)</td>
<td>Any EH course (300-599) (3)</td>
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<tr>
<td>Any WH course (3) OR UI 356 Middle East Politics (3)</td>
<td>Any WH course (3)</td>
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<tr>
<td>PS310 Government &amp; Politics of the American States (3) OR PS335 American Foreign Policy (3) OR PS360 Political Parties &amp; Voting Behaviors (3) OR PS365 Legislative Process (3) OR PS390 American Judicial System (3) OR PS490 Constitutional Law (3) OR UI357 Early American Political Thought (3)</td>
<td>PS310 Government &amp; Politics of the American States (3) OR PS335 American Foreign Policy (3) OR PS360 Political Parties &amp; Voting Behaviors (3) OR PS365 Legislative Process (3) OR PS390 American Judicial System (3) OR PS490 Constitutional Law (3) OR UI357 Early American Political Thought (3)</td>
</tr>
</tbody>
</table>

Total Program Hours: 98
BSED Secondary Education/Spanish

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check all that apply to same program)
   ___ Title change only
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ Place program on "Inactive Status" list
   ___ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

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<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
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<tbody>
<tr>
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3. Attach a copy of "before and after" curriculum, as applicable, and a rationale for the proposed change.

4. Intended date of program change, additional options, or "Inactive Status": Fall 2015

AUTHORIZATION

Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer  Signature  Date

Dr. Toni Alexander, Dept. Chair, Global Cultures & Languages  573-651-2478

Person to Contact for More Information  Telephone Number
Board of Regents
Motion Consideration Form (Academic Program Changes)
May 8, 2015
Page 102 of 109

Proposed Program Changes to
BSED Secondary Education/Spanish, K-12
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for BSED Secondary Education/Spanish, K-12. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 350, SE 355, SE 365, SE 307, SE 380, SE 385, SE 315, EX 390 and SE 465).
- The content courses for certification are carefully selected and aligned with the Missouri’s Test Frameworks.
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- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in Art). Accordingly, the Art and New Technology course (AR 323) or AW845 Computer Workshop was added to address the technology content. These are existing courses in the Department of Art Curriculum.
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience, which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Secondary Education/Spanish, K-12 are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and the NSTA.
**Course Details of Program Changes: B.S. Ed. in Secondary Education/Spanish, K-12**

**Southeast Missouri State University**

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<td>PY222 Development of the Adolescent (3)</td>
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<tr>
<td>ED251 Intro to Technology (2)</td>
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<td>EF304 School &amp; Society (2)</td>
<td>SE355 Field Experience 2 (3)</td>
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<td>SE305 Secondary Block I Field Experience (2)</td>
<td>SE365 Pedagogy 2: Secondary School- Interdisciplinary Methods and Technology (4)</td>
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<td>SE306 Theories of Learning &amp; Management (2)</td>
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<td>SE308 Fund of High School Education (3)</td>
<td>SE380 Advanced Field Experience (3)</td>
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<tr>
<td>SE375 Diversity in America's Schools (3)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<td>SE307 Content Literacy Methods for Middle and High School (3)</td>
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<td>SE390 Technology to Enhance Learning (2)</td>
<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<td>FL 311 Survey of FR, GN &amp; SN Lit (3)</td>
<td>SN400 Special Topics: Spanish (3)</td>
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<td>SN 316 Commercial Spanish (3)</td>
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**Total Program Hours: 83**

**Total Program Hours: 85**
BSED Technology and Engineering Education – includes Program Title Change

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University.

2. Type of Program Change (Check all that apply to same program)
   _X_ Title change only
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program (attach curriculum for option)
   ___ Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   ___ Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ Delete option
   ___ Place program on “Inactive Status” list
   _X_ Other (attach description)

   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.

   b) In the right section, place the program (and options) as they would appear after changes have been approved.

   c) For certificates, place the title, degree and CIP for the parent program in the left section.

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<td>Bachelor of Science in Education</td>
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<td>Technology</td>
<td>Engineering</td>
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3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.

4. Intended date of program change, additional options, or “Inactive Status”: August 1, 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

Name / Title of Institutional Officer | Signature | Date
-------------------------------------|-----------|--------
Dr. Bradley Deken, Chairperson, Dept. of Polytechnic Studies | 573-651-2795 |
Person to Contact for More Information | Telephone Number |
Proposed Program Changes to
BSED Technology and Engineering Education
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Secondary Education Technology and Engineering Education. The major changes include:

- Program allows teacher candidates to take courses that will assist them to be successful in entering the teacher education program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 365, SE 380, SE 385, SE 390 and SE465
- The content courses for certification are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading SE 307 and Struggling Readers (SE 390) and English
- Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
- Teacher candidates to be eligible for student teaching, must pass the MoCA (Mo Content Assessment in English).
- The current program includes the equivalent of 5 credit hours of field experience prior to student teaching. The new program requires equivalent of 7 credit hours of pre-student teaching field experience which is above state expectations. Faculty’s wish is to maintain and strengthen the field-based philosophy of the program.
- The grade ranges for certification remain the same.

Rationale for the Changes:
These changes are proposed in the BSED Technology and Engineering Education are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, and the Test Frameworks.
## Course Details of Program Changes: B.S. Ed. in Technology and Engineering Education, 9-12

### Southeast Missouri State University

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pedagogy</strong></td>
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</tr>
<tr>
<td>ED250 Intro to Teaching (2)</td>
<td>ED280 Introduction to Education as a Profession (3)</td>
</tr>
<tr>
<td>PY222 Development of the Adolescent (3)</td>
<td>PY222 Development of the Adolescent (3)</td>
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<tr>
<td>ED251 Intro to Technology (2)</td>
<td>SE350 Pedagogy 1: Principles of Effective Teaching in Middle and Secondary (3)</td>
</tr>
<tr>
<td>EF304 School &amp; Society (2)</td>
<td>SE307 Pedagogy 2: Secondary School - Interdisciplinary Methods and Technology (4)</td>
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<tr>
<td>SE306 Theories of Learning &amp; Management (2)</td>
<td>SE307 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<tr>
<td>SE308 Fund of High School Education (3)</td>
<td>SE355 Field Experience 2 (3)</td>
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<td>SE200 Diversity in America's Schools (3)</td>
<td>SE316 Techniques of Teaching Technology Education (3)</td>
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<td>SE300 Technology to Enhance Learning (2)</td>
<td>SE370 Field Experience (2)</td>
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<td>SE307 Teaching Reading/Secondary School (2)</td>
<td>SE380 Advanced Field Experience (3)</td>
</tr>
<tr>
<td>EX300 Psychology and Education of the Exceptional Child (3)</td>
<td>EX300 Seminar in Educational Issues (1)</td>
</tr>
<tr>
<td>SE305 Secondary Block II Field Experience (3)</td>
<td>SE400 Seminar in Educational Issues (1)</td>
</tr>
<tr>
<td>SE 316 Techniques of Teaching Technology Education (3)</td>
<td>SE465 Student Teaching Secondary (1st) (6)</td>
</tr>
<tr>
<td>SE370 Secondary Block III Field Experience (2)</td>
<td>SE465 Middle and Secondary Student Teaching Field Experience (12)</td>
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<tr>
<td>EF400 Seminar in Educational Issues for Student Teachers (1)</td>
<td>SE464 Student Teaching Secondary (2nd) (6)</td>
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<tr>
<td>SE463 Student Teaching Secondary (1st) (6)</td>
<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<tr>
<td>SE464 Student Teaching Secondary (2nd) (6)</td>
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<tr>
<td><strong>Content</strong></td>
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</tr>
<tr>
<td>AG303 Agricultural Mechanization (3)</td>
<td>AG303 Agricultural Mechanization (3)</td>
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<tr>
<td>ET 160 Basic Electricity &amp; Electronics (3)</td>
<td>ET160 Basic Electricity &amp; Electronics (3)</td>
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<tr>
<td>IE401 Technology Education Management (3)</td>
<td>IE401 Technology Education Management (3)</td>
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<tr>
<td>MN120 Fundamentals of Engineering Design Process (3)</td>
<td>MN120 Fundamentals of Engineering Design Process (3)</td>
</tr>
<tr>
<td>CM 126 Comp Aided Arch/Draft (3)</td>
<td>CM180 Introduction to Technical Graphics (3)</td>
</tr>
<tr>
<td>MN 170 Engrr Materials &amp; Testing (3)</td>
<td>ET304 Fundamentals of Programmable Logic Controllers (3)</td>
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<tr>
<td>CM 243 Construction Methods &amp; Materials II (3)</td>
<td>CM143 Construction Methods &amp; Materials (3)</td>
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<tr>
<td>MN 203 Industrial Materials &amp; Process I (3)</td>
<td>IE593 Principles &amp; Practices of Technical Subjects (3)</td>
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<tr>
<td>PG 284 Photography Fundamentals (3)</td>
<td>MN221 Solid Modeling &amp; Rapid Prototyping (3)</td>
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<tr>
<td>Choose 3 courses from the following:</td>
<td>Choose 2 courses from the following:</td>
</tr>
<tr>
<td>CM 226 Resid Arch Drft &amp; Design (3)</td>
<td>CM226 Residential Architectural Drafting &amp; Design (3)</td>
</tr>
<tr>
<td>CM 310 Construction Codes &amp; Compliance (3)</td>
<td>CM243 Construction Methods &amp; Materials II (3)</td>
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<tr>
<td>CM 320 Construction Cost Estimating (3)</td>
<td>CM320 Construction Cost Estimating (3)</td>
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<tr>
<td>ET 245 Logic Circuits (3)</td>
<td>GM200 Vector &amp; Bitmapped Graphics for Industry (3)</td>
</tr>
<tr>
<td>GM 180 Intro to Tech Graphics (3)</td>
<td>MN203 Industrial Materials &amp; Processes (3)</td>
</tr>
<tr>
<td>GM 200 Vector &amp; Bitized Graphics for Ind (3)</td>
<td>MN324 Mechanical Design Process (3)</td>
</tr>
<tr>
<td>IE 192 Selc/Org of Subj Matter (3)</td>
<td>ET365 Industrial Electrical Power (3)</td>
</tr>
<tr>
<td>IE 196 Prin of Indus Tech Teaching (3)</td>
<td>ET106 Sustainable Energy Technologies (3)</td>
</tr>
<tr>
<td>IE 197 Coord of Cooperative Educ (3)</td>
<td>IE592 Selection &amp; Organization of Subject Matter (3)</td>
</tr>
<tr>
<td>IE 590 Assess in Career &amp; Tech Educ (3)</td>
<td>IE597 Coordination of Cooperative Education (3)</td>
</tr>
<tr>
<td>MN 221 Solid Modeling &amp; Rapid Prototyping (3)</td>
<td>IE590 Assessment for Career &amp; Technical Education (3)</td>
</tr>
<tr>
<td>MN 304 Industrial Materials &amp; Processes II (3)</td>
<td>MN 350 Machine Design (3)</td>
</tr>
<tr>
<td>MN 350 Machine Design (3)</td>
<td>MN 354 Computer Aided Manuf (3)</td>
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<tr>
<td>MN 355 Micro Maintenance &amp; Troubleshooting (3)</td>
<td>TN 255 Micro Maintenance &amp; Troubleshooting (3)</td>
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<tr>
<td>TN 275 Network Fundamentals (3)</td>
<td>TN 275 Network Fundamentals (3)</td>
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</tbody>
</table>

Total Program Hours: 80

Total Program Hours: 91
BSFCSE Family and Consumer Sciences Education

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University
   Name of Institution

2. Type of Program Change (Check all that apply to same program)
   - Title change only
   - Combination program created out of closely allied existing programs
   - Option(s) added to existing program (attach curriculum for option)
   - Addition of single-semester certificate program (C0) to existing parent degree (15 CH or less)
   - Addition of one-year certificate program (C1) developed from existing parent degree (30-40 CH)
   - Addition of free-standing single-semester certificate program
   - Delete program
   - Delete option
   - Place program on “Inactive Status” list
   - Other (attach description)
   
   a) In the left section of the table below, place the program (and options) as they currently appear in the MDHE inventory.
   b) In the right section, place the program (and options) as they would appear after changes have been approved.
   c) For certificates, place the title, degree and CIP for the parent program in the left section

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Program after the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Family &amp; Consumer Sciences</td>
<td>Title: Family &amp; Consumer Sciences</td>
</tr>
<tr>
<td>Education</td>
<td>Education</td>
</tr>
<tr>
<td>Degree: Bachelor of Science in Family</td>
<td>Degree: Bachelor of Science in Family</td>
</tr>
<tr>
<td>CIP Code: 131308</td>
<td>CIP Code: 131308</td>
</tr>
</tbody>
</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rationale for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2015

AUTHORIZATION
Dr. William R. Eddleman, Provost

<table>
<thead>
<tr>
<th>Name / Title of Institutional Officer</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Farrish, MS,CFLE/Teacher Educator</td>
<td>(573) 651-2261</td>
<td></td>
</tr>
</tbody>
</table>

Person to Contact for More Information: Telephone Number
Proposed Program Changes to
Family & Consumer Science Education
Southeast Missouri State University

Type of Program Change:
Major revision of course work and addition/deletion of courses to meet the new Mo Standards for Professional Educators (MoSPE).

Description of Proposed Change:
This proposed program aligns with the new Mo. Dept. of Elementary & Secondary Education (DESE) certification requirements for Family & Consumer Science Education. The major changes include:

- Drop extra 3 hour requirement (CF402 Relationships of Commitment) to align with 6 hour total requirement.
- Drop HE540 (Foundations of Family & Consumer Science – 3 hrs) to align with new DESE requirements.
- Change previous requirement for FA230 (Apparel Analysis – 3 hrs) to a choice between FA120 (Clothing Construction – 3 hrs) or FA207 (Textiles – 3 hrs) to accommodate both beginning and proficient sewers in the program.
- 100% of the Pedagogy courses are new and developed based on the new MoSPE standards (ED 280, SE 307 (Revised), SE 350, SE 355, SE 360, SE 380, SE 385, SE 390 and SE465).
- The content courses for certification (Math, Science, Social Sciences, and Language Arts) are carefully selected and aligned with the Missouri’s Test Frameworks.
- The program has a stronger emphasis on Content Reading (SE 307) and Struggling Readers (SE 390) and English Language Learners, as required by the new MoSPE requirements.
- SE 390 is assigned to the semester prior to the student teaching with a strong Content Methods, advanced pedagogy and field.
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- The grade ranges for certification remain the same.

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These changes are proposed in the BSFCSE Family and Consumer Sciences Education, B-12 are to meet the new Mo Dept. of Elementary and Secondary Education (DESE) certification requirements, as well as prepare Secondary Education majors to be successful on the Mo General Education Assessment (MoGEA) entrance exam and the MoCA, Missouri Content Exams for licensure. The proposed program has been carefully aligned with both the DESE certification requirements, the Test Frameworks and the NSTA.
# Course Details of Program Changes: B.S.F.C.S.E. in Family and Consumer Sciences Education, B-12

**Southeast Missouri State University**

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<td>SE12 Methods of Teaching Family &amp; Consumer Sciences (3)</td>
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<tr>
<td>SE307 Teaching Reading/Secondary School (2)</td>
<td>SE385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching (3)</td>
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<td>SE 380 Advanced Field Experience (3)</td>
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<td>SE275 Diversity in America's Schools (3)</td>
<td>EX390 Psychology and Education of the Exceptional Child (3)</td>
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<td>SE307 Content Literacy Methods for Middle and High School (3)</td>
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<td>SE390 Instructional Interventions for Middle and High School Students with Special Literacy Needs (3)</td>
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<td>EF400 Seminar in Educational Issues (1)</td>
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**Content**

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<tbody>
<tr>
<td>HE540 Foundation of FACS (3)</td>
<td>FN235 Nutrition For Health (3)</td>
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<tr>
<td>CF102 Relationships in the 21st Century (3)</td>
<td>HM205 Basic Culinary Techniques (3)</td>
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<tr>
<td>CF120 The Child: Devel/Conception to Adolos (3)</td>
<td>UI355 Consumer in the Market (3)</td>
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<tr>
<td>CF209 Intro to Family Systems (3)</td>
<td>PE200 Family Resource Management (3)</td>
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<tr>
<td>CF430 Parent Child Interaction (3)</td>
<td>UI340 Housing Perspectives (3)</td>
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<tr>
<td>FA230 Apparel Analysis (3)</td>
<td>FA 207 Textiles OR FA 120 Clothing Construction (3)</td>
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<tr>
<td>FE200 Family Resource Management (3)</td>
<td>CF120 The Child—Birth to Adolescence (3)</td>
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<td>CF102 Relationships in the 21st Century (3)</td>
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<td>CF402 Relationships of Commitment (3) OR</td>
<td>CF209 Intro to Family Systems (3)</td>
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<td>PY325 Psych Development of the Family (3)</td>
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<td>Additional Elective Hours Approved by Advisor (3)</td>
<td>CF402 Relationships of Commitment (3)</td>
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<td>UI445 Social Perspective of Sexuality (3)</td>
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**Total Program Hours: 77**

**Total Program Hours: 83**