Open Session Agenda

Welcome, Call to Order and Roll Call

Swearing-in Ceremony for Tina L. Klocke, New Member of the Board of Regents and
Luke M. LeGrand, New Student Representative to the Board of Regents

ACTION ITEM:

1. Consideration of Approval of Resolution of Honor for Thomas M. Meyer  Attachment A  iPad 4

2. Review and Approve Consent Agenda

   1A. Consideration of Approval of Minutes for:
       Open Session Meeting of February 23, 2018  Attachment B  iPad 5-16

   1B. Consideration of Approval of Academic Program Changes  Attachment C  iPad 17-76
       A. New Program – Master of Science in Cybersecurity
       B. New Program – Bachelor of Arts in Writing with Options in Creative Writing and Professional Writing
       C. Program Deletions
           • Bachelor of Arts in English: Writing Option
           • Bachelor of Science in Education: French Language and Literature (Secondary Education – French)
           • Bachelor of Science in Education: Technology and Engineering Education
           • Master of Natural Science: Science Teacher Education
           • Certificate, 2 years – Healthcare Facilities Operations
           • Certificate, 2 years – Teaching English as a Second or Foreign Language

*Accessible to Physically Handicapped or Disabled*
Certificate, 2 years – Teaching Assistant/Substitute Teacher (Middle & Sec. Ed.)
Graduate Certificate – Facilities Management
Graduate Certificate – Family Nurse Practitioner
Graduate Certificate – Heritage Education
Graduate Certificate – Historic Preservation

REPORT ITEMS:

3. University President’s Report verbal
4. Report from Outgoing and Incoming Student Government Presidents verbal
5. Report from Outgoing and Incoming Faculty Senate Chairs verbal
7. Report from Residence Life verbal

ACTION ITEMS:

8. Consideration of Approval of Changes to Program and Course Fees, Effective Fall 2018 E 80-86
9. Consideration of Approval of Tuition and General Fee Schedule, Effective Fall 2018 F 87-94
10. Consideration of Conferring of Degrees for Spring 2018 and Summer 2018 G 95-103
11. Consideration of Approval of Major Academic Reorganization H 104-114

ACTION ITEM:

12. 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
ACTION ITEM:

13. Reconvene Open Session

14. Announcement of Actions Taken in Closed and Closed Executive Session

15. Consideration of Motion to Adjourn Board of Regents Meeting
A Resolution
by the Board of Regents
of
Southeast Missouri State University

Whereas, Thomas M. Meyer graduated from Southeast Missouri State University, achieving a Bachelor of Science in Business Administration degree, and served Southeast Missouri State University as an active member of the SEMO Vet Corp after having served overseas during the Vietnam War with the U.S. Navy Seabees; and also attended the University of Alaska, and

Whereas, Thomas M. Meyer is the president and owner of Thomas L. Meyer Realty Company, Inc., where he has been licensed since 1970 with experience in all aspects of real estate, and is a graduate of the Realtor Institute, a certified residential specialist, and a certified international property specialist; and he served as state president of the Missouri Association of Realtors in 1995 and the 2001 regional vice president of the National Realtors Association; and

Whereas, Thomas M. Meyer was appointed to the Southeast Missouri State University Board of Regents by Missouri Governor Jay Nixon to serve from December 2011 to a term expiring January 1, 2018; and

Whereas, Thomas M. Meyer has been a great ambassador for Southeast Missouri State University as a member of the Southeast Missouri State University Alumni Association, serving as president from 2009 to 2011; as a member of the Southeast Missouri Foundation, its Advisory and President’s Council; member of the Southeast Missouri University Copper Dome Society; member of the Southeast Missouri Redhawks Club; chapter representative of the SEMO Vet Corps Alumni, and advisor to the SEMO Student Veterans Organization; and his wife, Mary, and their five children are all graduates of Southeast Missouri State University; and

Whereas, during the tenure of Thomas M. Meyer, the Board of Regents completed such major physical enhancements at Southeast as the development and the opening of Southeast’s Autism Center for Diagnosis and Treatment, the launch of the Show-Me Gold program, the planning and opening of Donald G. and Gloria King LaFerla Hall, renovations of Academic Hall, Magill Hall, Memorial Hall, the Grauel Building, and the opening of the new Center for Speech and Hearing; the adoption and execution of a new Strategic Plan, as well as multiple new programs and accreditations; and

Whereas, Thomas M. Meyer has represented the University well in various civic activities and public appearances, has been faithful in his stewardship of the public trust, and has demonstrated extraordinary dedication to the service of the University and its constituents;

Now, therefore, be it resolved by the Board of Regents of Southeast Missouri State University that the appreciation of the University community be expressed to Thomas M. Meyer for his outstanding service as a Regent, and that this resolution, accompanied by best wishes for his future success and happiness, be placed in the minutes of the Board of Regents, and that a properly inscribed copy of this resolution be presented with appropriate ceremony;

Done in the City of Cape Girardeau, Missouri, this eleventh day of May in the year two thousand eighteen.

[Signature]
President of the Board of Regents

[Signature]
President of the University

ATTEST:

[Signature]
Secretary
MINUTES OF THE OPEN SESSION
OF THE
SOUTHEAST MISSOURI STATE UNIVERSITY
BOARD OF REGENTS
HELD ON THE
TWENTY-THIRD DAY OF FEBRUARY 2018

The Board of Regents for Southeast Missouri State University convened at 9:02 a.m. on Friday, February 23, 2018, in the Board of Regents Room, Academic Hall, on the campus of Southeast Missouri State University. Mr. Donald G. LaFerla, President of the Board of Regents called the meeting to order and asked Board of Regents Secretary Mr. Christopher R. Martin to call roll to establish quorum. Regents responding present were: Mr. Donald G. LaFerla, President of the Board of Regents; Mr. Edward P. Gargas, Vice President of the Board of Regents; Mr. Phillip M. Britt; Mr. Jay B. Knudtson; Mr. Thomas M. Meyer; and Ms. Kendra Neely-Martin who participated via teleconference. There was no Student Representative to the Board of Regents present as the position remains vacant pending gubernatorial appointment. Quorum having been established, Board President LaFerla welcomed those in attendance and outlined the Board’s various agendas for the meeting and proceeded to the first order of business.

Also present were: Dr. Carlos Vargas, President of Southeast Missouri State University; Dr. Karl Kunkel, Provost; Dr. Debbie Below, Vice President of Enrollment Management and Student Success; Mr. William P. Holland, Vice President of University Advancement; Mr. Brady Barke, Director of Athletics; Ms. Kathy Mangels, Board Treasurer; Mr. Christopher R. Martin, Board Secretary; and Mr. Al Spradling, Legal Counsel. Board President LaFerla presided.

Board President LaFerla started the meeting by making some introductory welcome comments. He thanked Regent Jay B. Knudtson for his service as Board President, commended his leadership, and expressed gratitude for the key role Regent Knudtson played in securing University President Vargas as the institution’s 18th President. He also thanked Regent Neely-Martin for her service and contributions as Vice President of the Board of Regents. Board President LaFerla went on to address Mr. Bill Holland for his service to the institution in his role as Vice President of University Advancement and Executive Director of the Southeast Missouri University Foundation, and wished him well in retirement, which was noted to take place around April 1, 2018. He welcomed Dr. Trudy Lee as the Interim Vice President of Advancement and Executive Director of the Foundation.

CONSIDERATION OF APPROVAL OF MINUTES

Board President LaFerla introduced consideration of approval of the Open Session minutes from the December 15, 2017 Board of Regents meeting.

A motion was made by Regent Britt and seconded by Regent Gargas to approve the open session minutes of December 15, 2017 [Attachment A]. The motion carried unanimously.
UNIVERSITY PRESIDENT’S REPORT

Board President LaFerla called upon University President Vargas to deliver his University President’s Report. University President Vargas shared the following information with the Board of Regents:

- Graduate students in the Department of Nursing achieved a 100% pass rate in 2017 on the Family Nurse Practitioner certification exam.
- Three (3) of our College of Education students are going to student-teach at Eagles’ College, an English Immersion School for pre-school through high school students in Chile.
- The national television program 20/20 has contacted our mass media department seeking students to help them film “B” roll for a story they are producing in the Bootheel.
- The Southeast chapter of Sigma Theta Tau International, the Nursing honorary society, received recognition for their “Backpacks for Haiti Nursing Students” project through the Showcase of Regional Excellence. This project supports nursing students in Haiti who have difficulty obtaining needed school supplies. The group provided over 100 backpacks and approximately $2000 to assist Haitian nursing students.
- 258 student-athletes were recognized for earning a cumulative GPA of 3.0 or above after the Fall 2017 semester. Additionally, 26 student-athletes received the OVC Medal of Honor for having the highest GPA of any OVC student-athlete in their sport.
- Professor Kenn Stilson’s original musical An American Hero is one of ten entries out of more than 200 applicants to be selected for the 2018 New York Music Festival and will receive five performances at an off-Broadway theater this coming summer. The acting company will be entirely Southeast students, alumni, and faculty.
- Dean Diana Rogers-Adkinson was invited by Apple to present information about the Edvolution initiative at their Higher Education Summit in Redwood, California. This conference included representatives from 130 universities across the country.
- Andy Chronister and Dr. Jim Peterson are collaborating to offer a FAA Part 107 UAS certification training through Continuing Education, beginning March 22nd. This 20-hour training will provide participants the education they need to take and pass the Part 107 test, required for any licensed remote pilot operators.
- Athletics recently entered into a partnership with Mid-America Transplant and Donate Life to have a series of “green up” games to raise awareness for organ and tissue donation. Baseball and Softball will wear green jerseys for select games during the month of April and Women’s Soccer will also wear green jerseys for the Meg Herndon game, as Meg was an organ and tissue donor. We are the first institution to partner with Donate Life for this type of initiative.
- The St. Louis Regional Chamber has named Southeast a finalist for their annual Arcus Award in Educational Attainment. This recognition is the result of our work to reduce the cost and time to degree and the implementation of our new Transfer Mentor Program. This is the second time Southeast has been named a finalist in the Arcus Awards brief, five year, history.
- The Redhawk Food Pantry will celebrate its first year of service in March. To date the pantry has served 74 members of the campus community, providing a variety of food and
personal care products. The pantry has seen broad support from members of the campus and Cape Girardeau community who have donated supplies and financial resources to assist our students. Recently, the University was notified that the SEMO Food Bank will begin supporting the program with additional food donations.

- Phi Theta Kappa named Southeast to its National Honor Society’s 2018 Transfer Honor Roll for our efforts in creating dynamic pathways to support transfer students. Southeast is one of only four institutions in Missouri (UMSL, Webster, and William Woods) and among 112 nationally to be recognized this year.

- In January, the new mass notification and emergency text message service was implemented that notifies students, faculty and staff of urgent and emergency incidents. The system publishes to multiple communication platforms with one message, integrates with the existing outdoor warning sirens, and has improved the delivery time of messages. Also included in this project is the launch of a web and social media presence, SE Alerts, on which the emergency text message is published. The project is a collaborative effort of the Department of Public Safety, Information Technology, Telecommunications, University Communications, and Marketing.

CONSIDERATION OF APPROVAL OF DUAL CREDIT, DUAL ENROLLMENT AND EARLY COLLEGE CREDIT TUITION RATE EFFECTIVE FOR FALL 2018

Board President LaFerla called upon University President Vargas to introduce Ms. Kathy Mangels, Vice President of Finance and Administration, to present a motion to approve tuition rates for dual credit, dual enrollment and early college credit effective for fall 2018. [Attachment B]

Vice President Mangels referred Regents to Attachment B in their Board materials for complete details. She stated that dual credit, dual enrollment and early college credit are three ways that a high school student can obtain college credit during high school. She explained the distinction between the three programs – dual credit being a course that is offered on a high school campus with the instructor being an employee of the school district and approved to teach the course by Southeast Missouri State University, dual enrollment being a course that is offered on a high school campus using an online format taught by a Southeast instructor; and early college credit being a traditional online or on campus course that a high school student takes on their own time. Ms. Mangels noted that the rate for these programs has not changed since 2013, yet enrollments have increased 127%. She shared with Regents that a rate increase was explored for fall 2018, however, Southeast personnel felt it was important to first have discussions with guidance counselors in participating high schools to get their feedback. Vice President Mangels commented that those conversations took place and the $10 rate increase to take the tuition from $85 to $95 being recommended to the Board of Regents is the result of those conversations.

During discussion, Regent Meyer asked what the 127% increase meant in real numbers. Ms. Mangels responded that nearly 1,300 high school students were enrolled in a dual credit, dual enrollment or early college credit program in fall 2017. Board President LaFerla commended the institution for keeping increases to zero since 2013 and asked if there are any scholarships available to dual credit students. Ms. Mangels responded that there is a “Southeast Dual
Enrollment Scholarship” valued at $2,000. Regent Britt inquired how many students eventually end up attending Southeast Missouri State University suggesting that perhaps these programs are really an investment in the university’s future. Dr. Debbie Below, Vice President of Enrollment Management and Student Success responded that the conversion rate is about one-third of students will eventually attend Southeast. Regent Knudtson asked about the average number of credits a student will bring with them to Southeast as a result of their participation in one of the programs, to which Seth Ward, Director of Dual Credit responded on average it is 9-15 credits.

A motion was made by Regent Kundtson and seconded by Regent Britt to approve an increase in the tuition rate to $95 per credit hour for dual credit, dual enrollment and early college credit effective with the fall 2018 semester [Attachment B]. The motion carried unanimously.

CONSIDERATION TO APPROVE AN INCREASE OF THE TEXTBOOK RENTAL FEE TO $35.00 PER COURSE IN FISCAL YEAR 2019

Board President LaFerla called on Dr. Debbie Below, Vice President of Enrollment Management and Student Success, to present a motion to approve an increase of the textbook rental fee to $35.00 per course in fiscal year 2019. [Attachment C]

Vice President Below noted that the last time an increase to the textbook rental rate was brought before the Board of Regents was in December 2008 and that since that time textbook costs have increased while the rate has not. She shared that the textbook rental system is an auxiliary operation designed to be financially self-supporting. Vice President Below provided a comparison of other schools offering similar textbook rental programs, which showed that Southeast has the second lowest rate among the institutions identified and the lowest rate among schools that do not charge the fee to all students.

During discussion, Regent Britt asked if the fee is per book or per course and whether students can purchase the book at the end of the semester. Dr. Below confirmed the fee is per course and that, yes, a student could purchase their book. Regent Britt also provided some encouragement to consider revisiting the rental fee more frequently, especially in light of financial projections in the materials that show a deficit starting in FY21. Board President LaFerla inquired whether our rate is too inexpensive. Dr. Below responded that even with the requested increase Southeast will still be in the mid-range of institutions offering this type of resource and agreed with Regent Britt that the fee should probably be looked at more frequently. The idea of revisiting the fee was a sentiment shared by Regent Knudtson who commented that the key is balance affordability with budget need, and the institution and Board has a responsibility to look at the rates more frequently to ensure fiscal responsibility. Regent Gargas expressed comments that the institution and Board needs to be mindful of its constitutions, the students, and aware of what our competitors are doing. Dr. Below responded that the textbook rental program is part of the institution’s messaging and that Admissions Counselors discuss it when representing Southeast.

A motion was made by Regent Gargas and seconded by Regent Knudtson to approve an increase of the textbook rental fee to $35.00 per course in fiscal year 2019 [Attachment C]. The motion carried unanimously.
CONSIDERATION OF APPROVAL OF FY19 ROOM AND BOARD RATES

Board President Laferla called on Dr. Debbie Below, Vice President of Enrollment Management and Student Success, to present a motion to approve the proposed fiscal year (FY) 2019 Residence Life room and board rates, effective fall 2018. [Attachment D]

Vice President Below shared that the room and board rate is an item presented to the Board of Regents annually. She provided as background that the Board approved an average combined room and board rate of 2.51% for FY2018, and stated that an average combined room and board rate increase of 1.69% was being requested for FY2019. The across the board rate increase would equal $90. Vice President Below noted that planned enhancements to the dining facilities in FY2019 would include complete renovation of the University Center Kitchen and a minor upgrade to the Chick-fil-A venue in Redhawks Market. She also commented to technology upgrades taking place throughout the housing system. Before taking questions, Vice President Below noted that the proposal before the Board of Regents was drafted after seeking feedback and getting consent from the Residence Hall Association.

During discussion, Regent Gargas commended the institution for its commitment and work regarding technology enhancements, and asked when the next update will be necessary. Dr. Below shared that Residence Life has consulted with Information Technology and they have been advised to expect additional work in 4-5 years and that Residence Life is working now to set aside money for those needs.

A motion was made by Regent Gargas and seconded by Regent Knudson to approve the proposed fiscal year (FY) 2019 Residence Life room and board rates, effective fall 2018 [Attachment D]. The motion carried unanimously.

CONSIDERATION OF APPROVAL OF RESOLUTIONS OF HONOR FOR RETIREES

Board President Laferla called on Ms. Kathy Mangels, Vice President of Finance and Administration, to present a motion to approve issuing Resolutions of Honor for faculty and staff that are retiring or have retired from Southeast Missouri State University. [Attachment E]

Vice President Mangels directed Regents to the materials in Attachment E in their Board Package and shared that 73 individuals are presented for consideration. She also shared that the Employee Recognition Program will be held May 2, 2018 and that the motion before the Regents for consideration is to give administration permission to work with supervisors to draft Resolutions to be distributed at the Recognition event. The individuals presented for consideration included:

Faculty:
- Adams, Janet, Instructor, Nursing (2004-2018)
- Althaus, Rickert, Professor, Political Science, Philosophy, and Religion (1980-2018)
• Boyd, Gregory, Professor, Polytechnic Studies (1995-2018)
• Branscum, Shelia, Professor, Human Environmental Studies (1974-2017)
• Chamberlain, Stephanie, Professor, English (1999-2018)
• Cherry, John, Professor, Management and Marketing (2000-2018)
• Crunkilton, Dhira, Associate Professor, Social Work (2006-2017)
• Curtis, Dalton, Professor, History (1979-2017)
• Cwick, Gary, Professor, Physics and Engineering Physics (1988-2017)
• Devaney, Michael, Professor, Economics and Finance (1988-2017)
• Fulgham, Marc, Professor, Music (1990-2018)
• Fulkerson, William, Professor, Criminal Justice and Sociology (2003-2018)
• Ham, Kathy, Professor, Nursing (1998-2017)
• Jackson, Alice, Professor, Nursing (1991-2018)
• Johnson, Gary, Professor, Accounting (1982-2017)
• Jung, Donald, Associate Professor, Mass Media (2001-2018)
• Kahler, Caroline, Professor, Art (2011-2018)
• Langenfeld, Mark, Professor, Health, Human Performance & Recreation (1987-2018)
• Lilly, Walt, Professor, Biology (1982-2018)
• Mims, Bruce, Professor, Mass Media (1989-2018)
• Mueller, Wesley, Professor, Agriculture (1999-2018)
• Naugler, David, Professor, Computer Science (1981-2017)
• Pracht, Carl, Professor, Kent Library (1986-2018)
• Renaud, Joyce, Instructor, Communication Disorders (1993-2018)
• Ruediger, Claudia, Professor, Kent Library (2001-2017)
• Sharp, Patty, Instructor, Political Science, Philosophy & Religion (2008-2018)
• Smith, Katherine, Professor, Art (2000-2018)
• Whitlow-Greenwood, Roseanna, Instructor, Communication Studies (2000-2018)
• Zen, Deqi, Professor, English (2000-2018)

Staff:

• Blankenship, Karl, Network Systems Engineer, Information Technology (2005-2017)
• Brickhaus, Margaret, Senior Systems Analyst/Programmer, Information Technology (1971-2017)
• Bruenderman, Joyce, Cashier Supervisor, Student Financial Services (2002-2017)
• Buerck, Linda, Assistant Director of Financial Aid, Student Financial Services (1989-2018)
• Burford, Lenny, Manager, PC Networks and Maintenance, Information Technology (1996-2018)
• Centanni, Marsha, Senior Administrative Assistant, Career Services (1999-2017)
• Duncan, Gwendolyn, Coordinator, Administrative Operations, Residence Life (1987-2018)
Farrow, Jeffrey, Carpenter Journeyman, Facilities Management (1979-2017)
Gannon, Cynthia, Senior Associate Athletics Director/Senior Women Administrator, Athletics (1987-2018)
Hirsch, Charles, Manager of Central Receiving, Facilities Management (1979-2018)
Holland, William, Vice President, University Advancement (2005-2018)
Kent, Vickie, Custodian, Facilities Management (2006-2018)
Langston, Mary, Coordinator, Acquisitions, Kent Library (1976-2017)
Mayberry, Kenneth, Assistant Director, Police Operations, Public Safety (1990-2017)
McCollum, Dennis, Oracle Database Administrator, Information Technology (1984-2018)
McGowan, Chris, Dean, College of Science, Technology & Agriculture (1997-2017)
Neighbors, Kasey, Operations Staff, Show Me Center (1993-2017)
Nelson, Stephen, Coordinator, Campus-Based Programs, Admissions (1989-2017)
Ostrenga, Barbara, Administrative Assistant, MBA Program (1994-2017)
Pawelski, Vance, Secretary, Aerospace Studies (1995-2018)
Phillips, Sondra, Senior Administrative Assistant, Kent Library (1996-2017)
Reinagel, Cheryl, Administrative Assistant, Agriculture (1998-2018)
Schmoll, Cynthia, Director, Horizons Day Program (1999-2018)
Stover, Karen, Operations Supervisor, Regional Professional Development Center (2002-2018)
Taylor, Lauralee, Manager, Textbook Rental (1989-2018)
Minutes of the Open Session Meeting
February 23, 2018
Page 8

A motion was made by Regent Meyer and seconded by Regent Britt to approve issuing Resolutions of Honor for faculty and staff members who are retiring or have retired from Southeast Missouri State University [Attachment E]. The motion carried unanimously.

STUDENT PRESENTATION

University President Vargas introduced, Audrey Smith, a Southeast Missouri State University student, to make the student presentation to the Board. University President Vargas shared that Ms. Smith is a nontraditional student from Poplar Bluff, MO pursuing a Bachelor of Science in Business Administration with an accounting emphasis and a minor in Music.

Ms. Smith shared that she chose to attend Southeast Missouri State University because of its reputation, location and affordability, and in part because of a recommendation from a mentor she had in high school. She stated that during her time at Southeast she’s faced many personal challenges and considered ending her studies but after speaking with one of her professors, Dr. Alicia Ortiz, she was inspired to stay and now plans to finish in December 2018. Ms. Smith impressed on the Board of Regents that it would not be an overstatement to say that one faculty member made a difference in her life and that because of that, she now fully understands “the will to do.” Because of her experience at Southeast, Ms. Smith commented that she hopes to have an opportunity to influence others the way she has been influenced.

Board President LaFerla commended Ms. Smith for her presentation and perseverance both personally and professionally.

STUDENT GOVERNMENT PRESENTATION

University President Vargas introduced, Ms. Hannah Ross, Secretary of Southeast’s Student Government Association (SGA) to provide an update.

Ms. Ross shared that SGA has been focusing on general fees and Senators are preparing discussion drafts of fee proposals to bring before the full Senate. Some of the areas they are looking at include health, which was noted as a concern of students on campus. Ms. Ross commented that SGA is working to empower the Senate to be a membership driven decision-making body and they are continuing to stay informed of the academic restructuring process underway at the university. Ms. Ross provided insights that the restructuring may impact the make-up of SGA so they are discussing what the future of SGA may look like. Informational items included a note that SGA elections will take place during the spring semester and that there has been an increase in requests from student organizations for funding. Ms. Ross stated that every Senator is on a Committee and that the Special Projects Committee is looking at the Towers Sand Volleyball court and converting it to a gazebo, they are working raise awareness of health and mental health services for students, the Student Issues Committee is meeting with Chartwells to convey student feedback, and the University Affairs Committee wants to host a 8th Congressional District Candidate Forum.

During discussion, Board President LaFerla asked Ms. Ross about her experience at Southeast and serving on SGA. Ms. Ross commented that this was her first year on SGA and that it has
been an incredible opportunity. Regent Knudtson asked Ms. Ross to clarify what exactly students were expressing concerns with regarding health. Mrs. Ross responded that only about $0.45 of the general fee goes to health issues and that the attitude of students is to increase that fee to enhance mental health services.

**FACULTY SENATE PRESENTATION**

University President Vargas introduced, Dr. Jim McGill, Chair of Faculty Senate, to make the student presentation to the Board.

Dr. McGill opened his comments by congratulating Board President LaFerla on his new role, and thanking Regent Knudtson for his service as Board President. He shared that this meeting would be his last as Chair and that Chair-Elect David Powell will be attending meetings in the future. Dr. McGill stressed that Faculty Senate is a group that wants to work with the Administration and the Board of Regents to deal with the challenges facing Southeast, and that they want to work together to make Southeast better. Dr. McGill commented that Southeast has changed his life, reflecting that he grew up only about an hour southeast of Southeast, which is why he decided to attend the university, and he feels it has made a difference. He shared with the Board that faculty morale is not high, they feel unappreciated, under attack and they help because they work hard. Some items of legislation that the Senate is addressing includes: student evaluations of instructors, and the Emeritus Policy in regards to what other things should be looked at in addition to years of service. Dr. McGill conveyed appreciation for being invited to engage with dialogue with the Board on a consistent basis and that he looks forward to continuing to work with everyone to enhance Southeast.

During discussion, Board President LaFerla asked Dr. McGill for what suggestions he or faculty has to address morale. Dr. McGill that it was potentially premature for him to comment directly on that but that he’s challenged the Faculty Senate Committees to bring forward recommendations – Board President LaFerla encouraged Dr. McGill to provide those recommendations to Administration at the appropriate time. Regent Knudtson responded to the Emeritus Policy update that the request to review that designation was really coming from the Board of Regents, not Administration, and that the Board is very committed to accountability and measuring it. Regent Knudtson thanked Dr. McGill for his leadership. University President Vargas closed discussion by echoing the praise for Dr. McGill, commenting that he is an incredible role model for faculty and many others on campus.

**REPORT: DEPARTMENT OF ATHLETICS**

Board President LaFerla called upon Mr. Brady Barke, Director of Athletics to provide a report on the state of athletics at Southeast Missouri State University.

Mr. Barke started his presentation by showing a video showcasing the athletic department, it’s past successes, current achievements, and future projections. He discussed the mission and values of the Athletic Department and stated that they strive to ensure academic success of the student athletics and to be the gold-standard in the Ohio Valley Conference.
Regarding academic excellence, Mr. Barke shared that in fall 2017 the Department’s GPA was 3.19 and that nearly 250 student athletes or two-thirds had a cumulative GPA 3.0 or greater. He stated that there is a 89% graduation success rate and that the Department has made a commitment to improving this statistic.

Regarding competitive success, Mr. Barke shared that the teams of Southeast Missouri State University have won 53 OVC Championships, 18 OVC Conference Tournament Titles, that thirteen of fifteen sports have finished first or second in the conference in the last decade, and that four Freshman garnered Freshman of the Year honors last year alone.

Mr. Barke then shared some background regarding student athlete development to help them in their studies and post-college careers. He spoke about the Redhawk’s BRIDGE program that began in spring 2016 to help provide comprehensive life skills and real-world training to student athletes. He also discussed the work of student athletes in the community, specifically, community service. Example of community service activities include Pink-up initiatives, Franklin Elementary School volunteerism and mentoring, the People’s Shelter, Feed My Starving Children, Adopt-A-Street, Rowdy’s Winter Wonderland, free youth clinics, and a new partnership with Donate Life. Mr. Barke stressed that community service work should be a meaningful experience for students, it should be impactful, and it should benefit the community.

Regarding revenue generation, Mr. Barke stated that the Redhawks Club grew 20% in FY17, the highest level since 2003-2004. He also shared that sponsorships and marketing revenues are also at all-time highs. Mr. Barke commented that the Department is trying to be more strategic in their work, and that they have condensed their fundraising events down to three targeted events that raised more than $120,000 in FY17.

Mr. Barke highlighted various athletic-focused facilities, including the Holcomb Success Center. He also discussed future facilities needs – track and field locker rooms, a hitting facility at Capaha Park, and Houck Field, which Mr. Barke stated will be an expensive undertaking but structurally is something that will have to be addressed because it is more than ninety years old.

At the end of his presentation, Mr. Barke invited comments and questions from the Board. Regent Knudtson commented that some of the information provided around institutional and external financial support for athletics was informative and impactful. Regent Meyer inquired about the timeline for locker rooms at the Track Complex. Mr. Barke responded that they are 60-70% there on funding and that he hopes the project can be completed by the end of 2018. Board President LaFerla asked for an estimate on a renovation costs for Houck Field. In reply, Mr. Barke estimated costs could total $15-$18 million because while some areas may be repairable, others will require replacement; however, a project of this scale could also provide an opportunity to incorporate new revenue areas that the current facility does not provide.

**REPORT: ECONOMIC AND BUSINESS ENGAGEMENT CENTER**

University President introduced Ms. Crystal Jones, Director, Economic and Business Engagement Center (EBEC) to provide a report.
Ms. Jones started by referring Regents to a FY17 EBEC Success Report she had provided with the Board materials. Ms. Jones noted that the EBEC is the result of some institutional reorganization that took place between 2016-2017 to refocus the University’s work in the areas of economic and workforce development. Ms. Jones stated that the mission of the EBEC is to foster business, community, and workforce development and facilitate the process of innovation to enhance the regional economy and support the transfer of institutional knowledge and resources derived from within the University to the external environment to create new, high-value jobs, positive economic and social benefits, and advance entrepreneurship. She outlined that the EBEC accomplishes this in three ways: (1) business development; (2) community development; and (3) workforce development. Areas included under item one are the SBTDC, MIC, and LaunchU entrepreneurial training. Areas under item two include the EDA University Center, which is one of only two in Missouri. The work focused under item three addresses continuing education programming. Ms. Jones shared some results connected to the EBEC’s work: twenty businesses started; 153 jobs created/retained; the creation of an Ag-Tech Virtual Incubator; and the development of digital badging for non-credit continuing education and workforce development training. She stated that the EBEC has a team of dedicated staff and that many of their partners are at the state and federal government levels.

During discussion, University President Vargas praised the work of Ms. Jones and the EBEC and stated that what they are doing seems to really be making a difference throughout southeast Missouri. There were no questions or additional comments from the Board.

PROGRESS REPORT ON CONTRACTS AND FACILITIES MANAGEMENT

Board President LaFerla called upon Ms. Kathy Mangels, Vice President of Finance Administration, to provide a progress report update on Contracts and Facilities Management Projects. [Attachment H]

Vice President Mangels called the Board’s attention to the following items on Attachment H: contracts in excess of $100,000, specifically those related to the NPHC Plaza, Cottonwood and general construction; Crisp Hall renovations, which will continue to accommodate expanded space for Counseling, Disability Services, and Nursing; and discussed various projects set to be completed and/or addressed during summer 2018.

CONSIDERATION OF MOTION FOR CLOSED SESSION

A motion was made by Regent Meyer and seconded by Regent Knudtson to recess the Open Session and convene Closed Session for the consideration of the following:

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
A roll call vote was taken. Voting in favor were Regents Britt, Gargas, Knudtson, LaFerla, and Meyer. Regent Neely-Martin was participating via teleconference and did not vote. The motion carried.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Upon reconvening the Open Session, Board President LaFerla announced that during Closed Session, the Board approved the minutes of the December 15, 2017 Board of Regents Closed Session Meeting by a vote of 6-0 with Regents Britt, Gargas, Knudtson, LaFerla, Meyer and Neely-Martin voting to approve. Also during Closed Session, the Board engaged in discussions on various faculty and staff personnel items, and by a vote of 6-0, with Regents Britt, Gargas, Knudtson, LaFerla, Meyer and Neely-Martin voting in the affirmative, approved granting of Emeriti Status to eligible retiring faculty. The Board also had a discussion with University Counsel on legal matters.

CONSIDERATION OF MOTION TO ADJOURN

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

Christopher R. Martin
Secretary, Board of Regents

APPROVED:

Donald C. LaFerla
President, Board of Regents
Southeast Missouri State University
BOARD OF REGENTS
MOTION CONSIDERATION FORM
May 11, 2018
Open Session

I. Motion to be Considered:

Recommend approval of the following changes to Academic Programs:

- New Program – Master of Science in Cybersecurity
- New Program – Bachelor of Arts in Writing with Options in Creative Writing and Professional Writing
- Program Deletions
  - Bachelor of Arts in English: Writing Option
  - Bachelor of Science in Education: French Language and Literature (Secondary Education – French)
  - Bachelor of Science in Education: Technology and Engineering Education
  - Master of Natural Science: Science Teacher Education
  - Certificate, 2 years – Healthcare Facilities Operations
  - Certificate, 2 years - Teaching English as a Second or Foreign Language
  - Certificate, 2 years - Teaching Assistant/Substitute Teacher (Middle & Sec. Ed.)
  - Graduate Certificate - Facilities Management
  - Graduate Certificate - Family Nurse Practitioner
  - Graduate Certificate - Heritage Education
  - Graduate Certificate - Historic Preservation

II. Background:

New Program – Master of Science in Cybersecurity: Technology, computing, and the Internet are permanent fixtures in the contemporary world of business, government, education, and everyday life. Security against hackers and disruption is a continual, on-going, and growing concern as business and agencies leaders express the need for highly trained employees in cyber protection. Significant student demand exists among students for an advanced degree in cybersecurity and the

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:
U.S. Department of Labor expects a 22% growth in job demand over the next decade in this area. Only two public universities in Missouri currently offer a master’s degree in cybersecurity and neither has a specific focus on security of critical societal and business infrastructure, such as water, power, communications, military, healthcare, and transportation. Our proposed program provides this emphasis in these areas making our graduates unique.

New Program  Bachelor of Arts in Writing with options in Creative Writing and Professional Writing: Students with specifically developed skills in creative or technical writing are in demand by various businesses, industries, and agencies as the need for effective communication is growing. The English Department is proposing elimination of the current Writing Option in the Bachelor of Arts in English and the creation of a specific Bachelor of Arts in Writing with two options, creative and professional writing. Significant student demand for this program is anticipated and these graduates will be attractive to employers seeking to enhance communication strategies through individuals with a strong writing background. A specific degree program developing writing skills serves the needs of business, industry, and agencies in southeast Missouri.

Program Deletions – We request deletion of the listed option, degree programs, and certificates. The Bachelor of Arts in English: Writing Option is being deleted due to the creation of the Bachelor of Arts in Writing degree program described above. The remaining certificates and degree programs are recommended for deletion following a comprehensive review of low-completer programs, defined as undergraduate programs graduating an average of less than ten students per year averaged over the past three years, and graduate programs awarding credentials to less than five students per year averaged over the past three years.
NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

When finished, please save and email to: he.academicprogramactions@dhe.mo.gov

Sponsoring Institution: Southeast Missouri State University

Program Title: Cybersecurity

Degree/Certificate: MS-Master of Science

If other, please list:

Options:

Delivery Site: Main Campus

CIP Classification: 11 003

Implementation Date: Fall 2018

Is this a new off-site location?  ☐ Yes  ☒ No

If yes, is the new location within your institution’s current CBHE-approved service region?  ☐

*If no, public institutions should consult the comprehensive review process

Is this a collaborative program?  ☐ Yes  ☒ No

*If yes, please complete the collaborative programs form on last page.

CERTIFICATIONS

☒ The program is within the institution’s CBHE approved mission.  (public only)

☒ The program will be offered within the institution’s CBHE approved service region.  (public only)

☒ The program builds upon existing programs and faculty expertise

☒ The program does not unnecessarily duplicate an existing program in the geographically-applicable area.

☒ The program can be launched with minimal expense and falls within the institution’s current operating budget.  (public only)

AUTHORIZATION

<table>
<thead>
<tr>
<th>Dr. Karl Kunkel, Provost</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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.

   In addition to the Southeast Missouri State University’s graduate program general admission
   requirements, the ideal applicant would have a bachelor’s degree in Cybersecurity, Computer
   Science, Computer Information Systems, Computer Engineering or a related field. Acceptance in
   to the program will be decided by the graduate program coordinator. If the student does not have
   adequate cybersecurity background (i.e. at least a minor in cybersecurity or a related field), he/she
   will be required to complete pre-requisites before enrolling in graduate courses. The student is
   encouraged to check with the graduate program coordinator to determine those courses.

   Applicants with a bachelor’s degree in Cybersecurity or a related field must have a minimum of
   3.00/4.00 GPA in the last 18 semester hours of cybersecurity and at least 30 semester hours in
   computing related coursework. They should have completed at least six hours of university-level
   science and at least six hours of university-level mathematics in their undergraduate degree.
   Applicants should also have a working knowledge of the high-level programming languages: C
   and Python. Knowledge in other programming languages is a plus, such as: C++, Java, R, C# etc.

   Applicants should provide 3 letters of reference (professional and/or academic). Applicants may
   be interviewed by a graduate committee member.

   The Graduate admissions office may require the following: official college transcripts, graduate
   application fee, general GRE scores and TOEFL scores for International students. In addition, the
   Southeast Missouri State University’s accelerated master’s program general admission
   requirements allow a student majoring in the Department of Computer Science, or who has taken
   required undergraduate Cybersecurity courses at Southeast Missouri State University, to take pre-
   selected courses that will be dual-credited with their B.S. degree. Southeast Missouri State
   University undergraduate students taking dual-credited course(s) and wanting to use the credit
   hours towards the master’s program should make sure to be dual-registered for both the
   undergraduate and graduate programs (clearly specifying the dual-credited course(s) is(are) for
   their graduate degree).

   Accelerated program requirements:
   - Junior Standing with at least 75 credit hours completed
   - Limit of 12 hours (500 level)
   - Minimum grade point average of 3.25 overall and minimum grade point average of 3.25 in the
     discipline.
   - Submit an application to the department for the accelerated master’s program
- Submit to the School of Graduate Studies an application for graduate school
- Course(s) will be initially recorded as undergraduate class at the end of the semester.
- After grades are submitted at the end of the semester, the course(s) will be added to the graduate course list for graduate credit.
- Students must be enrolled in the accelerated program prior to taking courses used for the accelerated master’s program.

- Characteristics of a specific population to be served, if applicable.
  While we are not primarily targeting a specific population, we expect to enroll students with the following backgrounds:
  - Students from the Southeast Missouri region with a bachelor’s degree in Cybersecurity, Computer Science, Computer Information Systems, Technology Management with specialization in Telecommunication and Computer Networks, Engineering Technology with specialization in Electrical and Control, Engineering Physics with specialization in Electrical, Computer Applications or a related field.
  - Students with a minor in Computer Science or any related field that are willing to complete the pre-requisite courses.
  - Students studying Cybersecurity, Computer Science, Computer Information Systems, Telecommunications, Electrical Technology at Southeast Missouri State University desiring to complete a master’s degree traditionally or via the accelerated program.
  - International students.
  - Nontraditional students.

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

Faculty members teaching in the master’s program must have a doctoral degree. In special cases, professionally qualified instructors with a master’s degree may also teach. (Appendix 3: short biographies of faculty)

- 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.
  All faculty members in our department are full time faculty. A faculty member will teach one graduate course per semester in the master’s program. The department will offer at least three graduate courses per semester. The department currently employs 6 doctoral faculty members and one faculty member with a master’s degree. Additionally, two doctoral faculty will be added by Fall 2018. One position has been filled and the other is currently an ongoing search.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Faculty members have extensive experience teaching Cybersecurity and Computing courses. Each faculty member has presented at numerous national and international conferences, has published work in peer reviewed journals and conferences, and has ongoing research projects. All are members of professional societies. Our faculty members are also involved in developing new courses, upgrading curriculum, attending seminars, consulting, applying professional skills for community services, etc. Faculty will have contact with students inside and outside the class
setting. All faculty members attend short and/or major workshops related to teaching/learning innovations.

3. Enrollment Projections
   - Student FTE majoring in program by the end of five years.

   We expect 18 full-time students and 16 part-time students totaling 34 students by the end of five years.

   **STUDENT ENROLLMENT PROJECTIONS**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Year 1 AY 18-19</th>
<th>Year 2 AY 19-20</th>
<th>Year 3 AY 20-21</th>
<th>Year 4 AY 21-22</th>
<th>Year 5 AY 22-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>5</td>
<td>10</td>
<td>13</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Part Time</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>16</td>
<td>23</td>
<td>30</td>
<td>34</td>
</tr>
</tbody>
</table>

Currently, on average, the number of graduates with a bachelor’s degree in Cybersecurity is around 15 students per year. We anticipate a significant number of students coming into the program from other universities. This program would be in high demand from industry in the St. Louis area as they would want to train their software engineers in Cybersecurity. During a recent recruitment trip to India (Dec 2017), about 50 students expressed interest in a Master of Science in Cybersecurity degree. Initial internal surveys indicated that approximately 40% of our undergraduate students expressed similar interest in the master’s degree. Based on this, we anticipate slow but steady growth, as we advertise our program.

4. Student and Program Outcomes
   - Number of graduates per annum at three and five years after implementation.

   The rationale is provided based on the following assumptions:
   - The Master of Science in Cybersecurity will enroll new students every fall semester.
   - Full-time students will complete their master’s program within 2 years.
   - Part-time students will complete their master’s program within 4 years.

   We anticipate graduating 5 students by the third year and 21 students by the fifth year.

   • Special skills specific to the program.
     Students enrolling in this master’s program will be able to choose their course of study with the help of their advisor to match their long-term goals. This includes the choice of a thesis or a non-thesis option. They can also take up to six credit hours outside the department to strengthen their knowledge of the application of computing in various fields.

   • Proportion of students who will achieve licensing, certification, or registration.
     N/A
• 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.

Based on Southeast Missouri State University’s Graduate Bulletin, students must complete all required courses in addition to completing a final master’s examination.
- The department offers thesis or non-thesis degree options. Each candidate who elects the thesis option will be required to pass an oral examination during the final semester (or earlier by permission of the Department’s graduate program coordinator).
- Each candidate who elects the non-thesis option will be required (or earlier by permission of the program coordinator) to satisfactorily complete a course-embedded capstone or a summative requirement and pass a written comprehensive examination (during the final semester).

• Placement rates in related fields, in other fields, unemployed.

N/A

• Transfer rates, continuous study.

N/A

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 rationale.

We will seek the designation for a Center of Academic Excellence in Cyber Defense from the National Security Agency (NSA) in the next two years for the graduate Cybersecurity program.

6. Program Structure
A. Total credits required for graduation: 30
A student in this program will be required to take 15 credit hours of core courses. A Student may choose plan A, that includes no more than 6 credit hours designated for thesis or plan B which would require completing a graduate project with course credit and no thesis credits. All the remaining credits beyond the core courses, thesis or graduate project credits must be taken from the electives with guidance from the faculty advisor.

B. Residency requirements, if any:
Over one-half of the coursework required in a degree program must be completed at the Cape Girardeau campus, the university’s Regional Campuses and Center, or through Southeast Online. Students must work carefully with their advisor to ensure that the residency requirement is met. Transfer courses do not count toward meeting the residency or 600-level requirements.

C. General education: Total credits:
There are none.
D. Major requirements: Total credits: 30

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CY501</td>
<td>3</td>
<td>Intro to Cyber Security</td>
</tr>
<tr>
<td>CY520</td>
<td>3</td>
<td>Info Security in System Admin</td>
</tr>
<tr>
<td>CY640(New)</td>
<td>3</td>
<td>Security of Critical Infrastructure</td>
</tr>
<tr>
<td>CY670(New)</td>
<td>3</td>
<td>Research Methods in Cybersecurity</td>
</tr>
<tr>
<td>MA664</td>
<td>3</td>
<td>Computational Cryptography</td>
</tr>
<tr>
<td>CY691(New)</td>
<td>3</td>
<td>Thesis Research I</td>
</tr>
<tr>
<td>CY692(New)</td>
<td>3</td>
<td>Thesis Research II</td>
</tr>
<tr>
<td>GR699</td>
<td>0</td>
<td>Master's Oral Examination</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Choose course with advisor</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Choose course with advisor</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Choose course with advisor</td>
</tr>
</tbody>
</table>

**Plan A (Thesis)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CY690(New)</td>
<td>3</td>
<td>Graduate Project</td>
</tr>
<tr>
<td>GR699</td>
<td>0</td>
<td>Master's Final Comprehensive Examination.</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Choose course with advisor</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Choose course with advisor</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Choose course with advisor</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Choose course with advisor</td>
</tr>
</tbody>
</table>

**Plan B (Non-Thesis)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CY510</td>
<td>3</td>
<td>Info Security and Assurance</td>
</tr>
<tr>
<td>CY610</td>
<td>3</td>
<td>Web Application Security</td>
</tr>
<tr>
<td>CY620</td>
<td>3</td>
<td>Forensics</td>
</tr>
<tr>
<td>CS560</td>
<td>3</td>
<td>Mobile Systems and Applications</td>
</tr>
<tr>
<td>CS625</td>
<td>3</td>
<td>Cloud Computing</td>
</tr>
<tr>
<td>CS635</td>
<td>3</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>CS650</td>
<td>3</td>
<td>Data Mining and Data Warehousing</td>
</tr>
<tr>
<td>CS699 **</td>
<td>3</td>
<td>Internship</td>
</tr>
<tr>
<td>CY630 (New)</td>
<td>3</td>
<td>Hardware Security</td>
</tr>
<tr>
<td>CY643**(New)</td>
<td>3</td>
<td>Independent Study</td>
</tr>
<tr>
<td>CY650 (New)</td>
<td>3</td>
<td>Legal, Risk and Compliance for Security</td>
</tr>
<tr>
<td>CY653**(New)</td>
<td>3</td>
<td>Special Topics in Cybersecurity</td>
</tr>
<tr>
<td>CY660 (New)</td>
<td>3</td>
<td>Cyber Operations</td>
</tr>
<tr>
<td>CY670 (New)</td>
<td>3</td>
<td>Secure Operating Environments</td>
</tr>
<tr>
<td>MA510 (New)</td>
<td>3</td>
<td>Mathematical Foundations</td>
</tr>
<tr>
<td>5XX or 6XX</td>
<td>3</td>
<td>Any 5XX or 6XX relevant courses from other departments - not more than 6 credit hours</td>
</tr>
</tbody>
</table>

** These courses may be taken only once
E. Free elective credits:

*(sum of C, D, and E should equal A)*

N/A

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

Graduate students are required to complete a thesis or a graduate project (depending on their chosen plan). The thesis or project is completed under the supervision of a faculty member with a Ph.D. who will serve as the thesis or project committee chair selected by the student during the first graduate thesis or project course. One additional thesis or project committee member is selected by the thesis or project committee chair and student from his/her practice or specialization area. Signing of the topic approval forms by these two members will signal preliminary approval of the concept. The topic approval forms and brief outline are sent to the Dean of the School of Graduate Studies, who will appoint a third committee member. The student and his or her advisor are encouraged to suggest a third committee member. Upon appointment of the third member, the student should arrange a meeting of the committee to discuss and approve the proposal. It is after this meeting that the topic approval forms are signed by the department chairperson, third member of the committee and the Dean of the School of Graduate Studies.

Internships offer the graduate student an opportunity to gain relevant knowledge, skills, and experience in the computing field. Students in the graduate program are encouraged to seek internships in their field of study to gain real life experience as they build their skill set for a job after graduation or job advancement in a current field of employment.

G. Any unique features such as interdepartmental cooperation:

The Master of Science in Cybersecurity and the Master of Applied Computer Science have the courses CY 501, CS 560, CS 625, CS 635, and CS 650 in common. Apart from that, the program incorporates Mathematical Foundations (MA 510) and Mathematical Cryptography (MA 664) provided by the Department of Mathematics. It is also possible to take relevant electives from other departments.

7. Need/Demand

### Student demand

There is significant demand for a Master of Science in Cybersecurity. Initial internal surveys indicated that approximately 40% of students in the bachelor’s program would like to get a master’s degree.

### Market demand

There is significant demand in the local/regional hi-tech companies (Appendix 4 – Support Letters) for a highly trained workforce as well as continuing education in advanced topics in cybersecurity. As issues of cybersecurity and privacy become critical, their impact on businesses demand a highly skilled workforce. For technologists already employed in this area, Southeast Missouri State University is the only place where they may advance their technology education in a location bound setting. The most impactful cyber threat in this region would be towards the
critical infrastructure. Hence, training, education and research in this critical infrastructure is of utmost importance.

Careers in cybersecurity are some of the fastest growing and highest demand opportunities that are available. The U.S. Department of Labor (DOL) groups cybersecurity specialists within the category of “Information Security Analysts, Web Developers, and Computer Network Architects.” The outlook for this group is promising. DOL expects 22% growth within the next decade, which is considered faster than average. Demand for information security analysts (which is the closest field to our cybersecurity program) is expected by DOL to be “very high”. They justify this by pointing to the increased frequency and sophistication of cyber-attacks. The federal government and the healthcare industry are two specific examples that are expected to increase their employment of information security analysts.

Surveys and analysis by the Cybersecurity Task Force in Missouri during 2016 indicated there was (1) a lack of awareness of cybersecurity in many organizations, (2) a lack of available cybersecurity talent at all levels, and (3) when talent was available, many organizations could not afford a dedicated cybersecurity professional.

One of the important findings in the survey by the Cybersecurity Task Force of Missouri was “a lack of personnel is why many organizations haven’t been able to advance their cybersecurity posture.” Organizations have the ability to be creative with resource management (like partnering with others in their community and sharing knowledge regarding exercises), but highly trained personnel still remains a bottleneck. A major shortfall in highly trained Cybersecurity professionals was found in the area of critical infrastructure. Critical infrastructure forms the backbone of the nation’s economy based on the Department of Homeland Security (DHS) report.

Societal demand

The Department of Homeland Security (DHS) designated 18 industries as critical infrastructure. This categorization reflects the fact that the compromise of any of these industries could pose significant threats to the well-being of the nation or human life. These industries also have many inter-dependencies making the security and health of each co-dependent in many situations on the collective security and operational health across this group. The following grouping represents major critical infrastructure:

- Water and Waste Water
- Power
- Communications and Federal Government Information Connections
- First Responders
- Military – National Guard
- Healthcare
- Transportation - Airports

From an energy standpoint, all providers are subject to the North American Electric Reliability Corporation (NERC) which has rigorous criteria for critical infrastructure protection (CIP). There are two major classifications of information held by utilities - customer data and energy management systems (control).
The sensitive information in customer data is concerned with confidentiality and privacy; customer energy usage data is considered sensitive information by some utilities in keeping with the NIST Internal/Interagency (IR) 7628 (Security and Privacy for the Smart Grid Volume II) guidelines.

In control systems, availability of the data and systems is vital, and as such, the primary concern is maintaining operation. While there is some concern about confidentiality of this data, that aspect of data security is not as important operationally. For integrity, it is vital that no bad signals are presented to switching equipment and that data being received from the control system is correct and unaltered.

Medical networks are critical infrastructure that people utilize for all cases of wellness and health issues. Medical networks have significant technologies that enable automation from very simple repetitive tasks to highly critical patient care.

Due to the significance, complexity and interdependence of various technical skills required for being a Cybersecurity professional in critical infrastructure, the proposed program at Southeast focusses on developing a highly skilled Cybersecurity workforce in this area.

Summary

To summarize, our master’s program is necessary and distinct from those at other Missouri institutions for the following reasons:

- We are targeting students in southeast Missouri as well as St. Louis and surrounding areas that come to Southeast Missouri State University to pursue their undergraduate degree. Some of our undergraduate students are first generation and non-traditional students. We believe this program will be very attractive to international students as well.
- Two public universities in Missouri (Missouri State University-Springfield and University of Central Missouri) offer a face to face master’s degree in Cybersecurity. Our degree focuses on the technicalities of issues in cybersecurity as related to critical infrastructure. Hence the proposed program is not just highly technical, but also focuses on the important issues of cybersecurity within the critical infrastructure area. Further, our offering of such a unique program for the southeast Missouri region would enable various professionals to enroll in our program and attend classes with short commutes.
- The master’s program is offered as an accelerated program for high achieving undergraduates.

Please check:
(Appendix 1: References)
(Appendix 2: Financial Projections)
(Appendix 3: Short Biographies for Faculty)
(Appendix 4: Support letters)

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.
To: Dr. Sumanth Yenduri, Chair, Department of Computer Science

From: Barbara Glackir, Dean, Kent Library
      Karl Suhr, Electronic Resources Librarian, Kent Library
      Carl Hess, Information Literacy Librarian, Kent Library

Date: December 18, 2017

RE: Library resources evaluation / Master of Science in Cybersecurity courses: CS 610, CS 620, CS 630, CS 640, CS 643, CS 650, CS 653, CS 660, CS 670, CS 690, CS 691, and CS 692

CC: Dr. Tamela Randolph, Interim Dean, College of Science, Technology, and Agriculture
    Dr. Karl Kunkel, Provost and Chair, University Academic Council

Conclusion: Kent Library has the resources to support the Department of Computer Science’s proposed Master of Science in Cybersecurity. Detailed library resource reviews for the MS in Cybersecurity courses are provided in separate documents.

Background: The Department of Computer Science, Master of Science in Cybersecurity is designed to meet local and regional employment needs in technology and cybersecurity. Kent Library has reviewed its resources for depth and breadth and its ability to support teaching, learning and research in this program. Due to the rapid evolution of this field, scholarly and technical journals are of primary importance and are highlighted in the review.

Resource summary*

1) Databases: Kent Library subscribes to multiple databases that support the new program.

   - *Computing* is a comprehensive database that indexes 350 journals—250 full-text titles. Indexed content covers a broad range foundational and subject-specific information technology topics.

   - *Homeland Security Digital Library* is sponsored by the U.S. Department of Homeland Security’s National Preparedness Directorate, the Federal Emergency Management Agency, and the Naval Postgraduate School Center for Homeland Defense and Security. Resources cover a wide range of homeland security topics; such as cybersecurity, networking, and others. Content is selected from federal, state, and local governments, international governments and institutions, nonprofit organizations and private sector entities, think tanks, research centers, colleges and universities. A Kent Library librarian...
is authorized to provide Southeast students and faculty access to the database’s restricted content.

- IEEE Xplore provides full-text access to resources in computer science, electronics, and electrical engineering. This is a valuable resource for current information. The database includes scholarly journals, technical magazines and transactions back to 1998.

- ACM (Association for Computing Machinery) Digital Library is focused solely on computer science and incorporates the areas defined for study in this degree. This database contains a mix of material types; including journals, conference proceedings, technical magazines, books, and videos.

2) Journals: Kent Library subscribes to online journals that support faculty teaching and student learning and research in cybersecurity. Relevant titles include:

- ACM Transactions on Information and System Security (1998-present)
- ACM Transactions on Privacy and Security (1998-present)
- IEEE Transactions on Dependable and Secure Computing (2004-present)
- IEEE Transactions on Information Forensics and Security (2006-present)
- Information and Computer Security (1995-present, 12 month embargo)
- International Journal of Business & Cyber Security (2016-present)
- International Journal of Cyber-Security and Digital Forensics (2012-present)
- International Journal of Information Security (2001-present, 12 month embargo)
- The Journal of Computer Security (1996-present, 9 month embargo)

3) Books & eBooks: The Kent Library collections house both eBooks and print titles in support of faculty and student teaching, learning and research. All books are discoverable by searching the Kent Library catalog. eBooks can also be found by searching the EBSCO eBook platform directly. eBooks can be accessed by currently enrolled students both on- and off-campus. Students and faculty may place a request on available print titles in the Kent Library Catalog, which means library staff will pull titles from the collections and make them available for pick-up at the circulation desk.

Catalog searches for print books:

<table>
<thead>
<tr>
<th>Search</th>
<th>Published since 2000</th>
<th>Since 2010</th>
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<tr>
<td>d:(“cyberspace operations” OR cyberterrorism OR “cyber intelligence”)</td>
<td>243</td>
<td>163</td>
</tr>
<tr>
<td>d:(“computer security”)</td>
<td>395</td>
<td>186</td>
</tr>
<tr>
<td>d:(computer OR computing OR internet OR networks OR cyberspace) AND d:(“security measures”)</td>
<td>421</td>
<td>210</td>
</tr>
<tr>
<td>d:(“data protection”)</td>
<td>210</td>
<td>145</td>
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</table>

Note: placing search terms in “d:()” only searches for them in the subject headings.
Catalog searches for eBooks:

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</tr>
</thead>
<tbody>
<tr>
<td>d:(&quot;cyberspace operations&quot; OR cyberterrorism OR &quot;cyber intelligence&quot;)</td>
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<td>25</td>
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<tr>
<td>d:=&quot;computer security&quot;)</td>
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<td>98</td>
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<tr>
<td>d:=(computer OR computing OR internet OR networks OR cyberspace) AND d:=&quot;security measures&quot;)</td>
<td>247</td>
<td>115</td>
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<td>d:=&quot;data protection&quot;)</td>
<td>84</td>
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Additionally, Kent Library is a member of the Missouri-based MOBIUS consortium and participates in resource sharing through use of the MOBIUS Union Catalog. The catalog has expanded to include more than 27 million items, serving users in Missouri and into Oklahoma, Iowa, Kansas, and Texas. A courier service delivers library books once per day, five days per week. Materials requested via MOBIUS are delivered to students or faculty within three to five business days.

Kent Library is also a member of OCLC’s international Interlibrary Loan network. This service provides access to millions of items from all over the world and greatly expands the range of library materials available. This service is free of charge to Southeast Missouri State University students, faculty, and staff.

Kent Library provides research assistance to students in person and through email, phone, chat, or consultation appointments.

If, as the curriculum evolves, the Department of Computer Science identifies additional library resources needed or collection weaknesses, we respectfully request to be notified so steps may be taken.

Kent Library appreciates the opportunity to serve the Department of Computer Science.
Appendix 1: References


### Appendix 2: Financial Projections

<table>
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<tr>
<th>Expenditures</th>
<th>AY19</th>
<th>AY20</th>
<th>AY21</th>
<th>AY22</th>
<th>AY23</th>
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<td><strong>A. One Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New/Renovated Space</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Equipment</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Library</td>
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<td></td>
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<td></td>
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<td>Consultants</td>
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<td>$ -</td>
<td>$ -</td>
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<td>$ -</td>
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<td><strong>B. Recurring</strong></td>
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<td>$ 80,000.00</td>
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<td>Library</td>
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<td><strong>Other</strong></td>
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<td>$ 7,115.00</td>
<td>$ 7,115.00</td>
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<td>$113,925.00</td>
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<table>
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<td><strong>State Aid - CBHE</strong></td>
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<tr>
<td><strong>State Aid - DESF</strong></td>
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<td></td>
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</tr>
<tr>
<td>Tuition / Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instate</strong></td>
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<td>$ 24,331.50</td>
<td>$ 19,465.20</td>
<td>$ 19,465.20</td>
<td>$ 24,331.50</td>
</tr>
<tr>
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<td>$ 45,391.50</td>
<td>$ 81,704.70</td>
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<td><strong>Part Time</strong></td>
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<td>$ 32,442.00</td>
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<td><strong>Total</strong></td>
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<td>$89,188.20</td>
<td>$133,611.90</td>
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<td><strong>Institutional / Resources</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td>$42,488.10</td>
<td>$89,188.20</td>
<td>$133,611.90</td>
<td>$173,823.60</td>
<td>$194,256.60</td>
</tr>
</tbody>
</table>
**Budget Narrative**

The main expenditures are:

- A new faculty position was requested to offer the master’s program. The position was requested at a salary of $80,000 (plus benefits), which is a fair market rate. The search has been approved and is ongoing with the expectation that this be filled before the start of Fall 2018.

- The graduate assistant requested would help the faculty for laboratory setup, grading and research. Another optional expectation of the graduate assistant is to complete a graduate thesis.

The projected revenues are based on student enrollment projections in Page 4. The revenue distribution is:

- The total number of in state full time students will remain constant over the five-year projection. The reasoning for this is most instate students would be employed in the local industry and would enroll as a part-time student.

- Part-time students would constitute individuals employed within the service area of the university seeking to add skills required within their job functions. This is where a continuous increase of students is projected over the 5 years.

- Out of state students would constitute international students as well as students from outside of the state seeking this specialized degree. Due to the projected demand of the degree, an increase in the number of students is projected over the 5 years.

---

**Projected Revenue Details**

<table>
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<tr>
<th>Year</th>
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<th>4</th>
<th>5</th>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>4</td>
<td>4</td>
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<td>$24,331.50</td>
<td>$19,465.20</td>
<td>$19,465.20</td>
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<td>5</td>
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<tr>
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<td><strong>Part Time</strong></td>
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<td></td>
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</tr>
<tr>
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<td>$19,465.20</td>
<td>$32,442.00</td>
<td>$45,418.80</td>
<td>$51,907.20</td>
</tr>
</tbody>
</table>
Appendix 3: Short biographies of Faculty

Amer, Suhair H., Ph.D.: Dr. Amer is an Associate Professor in the Department of Computer Science at Southeast Missouri State University. She received her Ph.D. degree in Computer Science and Software Engineering from Auburn University in 2008, a Master of Science in Computer Science from The American University in Cairo and Bachelor of Science in Computer Science from The American University in Cairo. Her Ph.D. dissertation topic: Danger Theory Based Host-Based Intrusion Detection. Her Thesis Topic: Image Compression of Facial Photographs based on BTC/TSVO Local Processing. Her Capstone Experience topic: Introducing Kernel Level Threads to Linux operating System version 2.x. Her research interests include biologically inspired computer and security systems, human computer interaction, image processing, simulation, and e-learning. She is the faculty advisor of the ACM and ACMW student chapters at Southeast Missouri State University. She is currently the past-president of the Phi Kappa Phi chapter 260.

Anand, Vijay, Ph.D.: Dr. Vijay Anand received a Bachelor’s of Engineering (B.E) in Electrical Engineering from Uttal University (India) in 1999 and Masters of Science (M.S) in Computer Engineering from Illinois Institute of Technology (IIT, Chicago) in 2001. After finishing the Doctorate in Philosophy (PhD) program in 2004 at Illinois Institute of Technology he worked in industry in various capacities as Embedded Security Architect at Motorola, Senior Security Engineer at PALM Inc. and Security Research Engineer in Computation Institute. In 2011 he received a PhD Degree (Thesis Title: Security Policy Management, Threat Alleviation and Secure Digital Commercial Services for Embedded Computing Systems) in Computer Engineering from Illinois Institute of Technology (IIT, Chicago). Dr. Anand teaches courses in Cybersecurity and Networking programs and is the faculty advisor of the Cyber Defense Club at Southeast. He is also the state director of Missouri for Collegiate Cyber Defense Competition.

Liu, Ziping, Ph. D.: Dr. Liu is a Professor in the Department of Computer Science at Southeast Missouri State University. She joined the faculty of Southeast Missouri State University in 2001. During 2000 – 2001, she worked in industry as software engineer at Motorola. She received her PhD of Engineering Science from Southern Illinois University at Carbondale in 1999. Her research interests include data communication and computer networking, wireless ad hoc network/sensor network, modeling and simulation of wireless network, distributed computing, wireless network security, game development and game AI, application software development.

Zhang, Xuesong, Ph.D.: Dr. Zhang is a professor in the Department of Computer Science at Southeast Missouri State University. He received his Ph.D. in Molecular Science in Physics Department at Southern Illinois University in 1991, a Master of Science in Physics at Southern Illinois University in 1989, a Master in Science in Computer Applications at Northeast Normal University in 1986 and a Bachelor in Computer and Electric Engineering in 1975. Some of his past and current research interests are in the following areas: Instrumentation in Physics and Engineering, Semiconductor Physics, Computer Architectures, Artificial Intelligence, Robotics.

Wang, Xiaoping, Ph.D.: Dr. Zhang is an assistant professor in the Department of Computer Science at Southeast Missouri State University. He received his Ph.D. of Computer Science from Old Dominion University, Norfolk, VA, USA. in 2016, a Master of Engineering in Control engineering at 2002 from The First Institute of China Aerospace Science and Technology Corporation in Beijing, China and a Bachelor of Engineering in Industrial Automation from Beijing Technology and Business University in Beijing, China in 1999. Some of his past and current research interests are in the following areas: Cybersecurity, Stochastic modeling, Modeling and simulation, Internet of Things, Embedded systems, Signal processing, Machine vision, Artificial Intelligence, Machine learning and Robotics.
Appendix 4: Support letters
ATTN:

Dr. Sumanth Yenduri, Ph.D.
Chairman, Department of Computer Science,
One University Plaza, MS 5950
Cape Girardeau, MO – 63701

Dr. Vijay Anand, Ph.D.
Director, Center for Academic Excellence in Cybersecurity,
One University Plaza, MS 5950,
Cape Girardeau, MO – 63701

Dear Dr. Yenduri and Dr. Anand,

I am writing on behalf of Secureworks to express our sincere support for the proposed Master’s program in Cybersecurity at Southeast Missouri State University.

I work for Secureworks. We are the leading Managed Security Services Provider in the world per the Gartner Magic Quadrant. The core of Secureworks business is managing and monitoring the security devices of our 4300 clients worldwide and alerting them to any malicious activity detected. We have clients in every market vertical including education, global manufacturing, finance, health care, government, public safety, public service and others. This requires our employees to undergo annual North American Electric Reliability Corporation (NERC) training amongst others to be compliant and able to perform our job. In addition, there are many supporting departments within Secureworks that deal with threat research, countermeasure development, incident response, cybersecurity consulting services and penetration testing of both networks and web applications.

There is growing need for highly trained Cybersecurity professionals to meet with the challenges posed by threats to cyber enabled systems. One of the most critical challenges lies in the field of critical infrastructure. This was outlined by the Department of Homeland Security to encompass financial, health, public safety, public services (water, power etc.), transportation, first responders, communication etc.. This diverse area requires professionals to be constantly trained to the changing threat landscape. Hence with the program at Southeast focusing on this critical sector of Cybersecurity immensely helps us in getting highly trained professionals and having an avenue for professionals within our organization to get an advanced degree.

I originally graduated from Southeast Missouri State University in May 2000 with a B.S. in Criminal Justice and a minor in Criminology. I then worked as a police officer for the City of Cape Girardeau and as a Security Officer at Southeast Health. When I decided to change careers in 2011 I decided to get a degree in Cybersecurity. I looked at a large number of cybersecurity degrees at Universities in the United States. I settled on the newly formed Cybersecurity curriculum at Southeast due to its focus on the technical aspects instead of just from a business perspective. I started the program in the spring semester of 2012 during the programs 2nd semester in existence and was among the students in the programs 1st graduating class. I am the founder of the Cyber Defense Club and gained recognition for the Cybersecurity program through
competitions, news articles and radio interviews. I have since been invited to sit on the Academic Advisory Board for the Cybersecurity program in order to lend my industry expertise in improving the program.

I am now a manager with Secureworks in the Security Operations Center and one of my responsibilities is to work closely with our recruiters to hire the best talent. I have since hired 4 more students from Southeast's Cybersecurity program and I am currently speaking to another student for to fill one of my open positions. Having gone through the undergraduate cybersecurity program at Southeast I recognize the value of this program. I have reviewed hundreds of resumes and interviewed dozens of students from across the country. I can say with absolute certainty that the cybersecurity program at Southeast is one of the best equipped to prepare students to enter the cybersecurity profession.

In conclusion, I fully support this endeavor undertaken by the Department of Computer Science to establish a Master's program in Cybersecurity focused on critical infrastructure. Such a program will greatly elevate the skillset within the local industry and community and provide an avenue for training highly skilled professionals locally. It helps the students graduating from such a program with fruitful careers.

Sincerely

Jeremy Wiedner

[Signature]
Dr. Vijay Anand, Ph.D.
Director, Center for Academic Excellence in Cybersecurity,
One University Plaza, MS 5950,
Cape Girardeau, MO – 63701

I am writing on behalf of Southeast Health to express our sincere support for the proposed Master’s program in Cybersecurity at Southeast Missouri State University.

As a U.S. healthcare organization, we are a part of the growing trend of hospital systems that have had to play catch up with the rapid changes in technology, especially cybersecurity. The types and volume of data that we are required to retain on patients, as well as the requirements of data interchange with other organizations, makes us a prime target for cyberattacks. It should be no surprise that in 2015 the healthcare industry experienced more security breaches stemming from cyberattacks than any other industry. As such we have a strongly vested interest in the training of cybersecurity professionals.

Globally there is a growing need for highly trained Cybersecurity professionals to meet with the challenges posed by threats to cyber enabled systems. Some of the most critical challenges lie in the field critical infrastructure which as outlined by the Department of Homeland Security encompasses financial, health, public safety, public services (water, power etc…), transportation, first responders, and communications. This diverse area requires professionals to be constantly trained to react to the ever changing threat landscape. Hence with the program at Southeast focusing on this critical sector of Cybersecurity immensely helps us in getting highly trained professionals and having an avenue for professionals within our organization to get an advanced degree.

As a Southeast Missouri State University alumni, specifically of the Bachelors of Science - Cybersecurity degree program, I have a vested interest in seeing the program continue to grow and improve. I have the greatest of respect for you and the work that has done in establishing and maintaining the BS Cybersecurity degree program. I fully expect that you will apply the same level of professional diligence in the creation of a Master’s program that will benefit the students as well as global industries that rely upon such trained professionals.

In conclusion, I fully support this endeavor undertaken by the Department of Computer Science to establish a Master’s program in Cybersecurity focused on critical infrastructure. Such a program will greatly elevate the skillset within the local industry and community and provide an avenue for training highly skilled professionals locally. It helps the students graduating from such a program with fruitful careers.

Sincerely,

Thomas Meyer,
IT Security Administrator,
1708 Lacey St,
Cape Girardeau, MO – 63701

Southeast Health
To State of Missouri Department of Higher Education:

Please consider this letter as an endorsement of Southeast Missouri State University adding to its degree curriculum, the Master of Science in Cybersecurity. Being a graduate of the Computer Science program at Southeast Missouri State, I have been impressed with the quality of growth in the technology sector as it relates to Southeast keeping their coursework relevant. As a local employer of many graduates from Southeast’s Computer Science, Telecommunications, and Cybersecurity programs, it’s my belief that the Master of Science in Cybersecurity, would add another step in the right direction in producing graduates that would be ready to go directly into the workforce at a managerial level and not just at an entry level.

Sincerely,

Chris Foeste
General Manager
Big River Communications

O: 573.651.3373
24 S. Minnesota, Cape Girardeau, MO 63701
Dr. Sumanth Yenduri, Ph.D.,
Chairman, Department of Computer Science,
One University Plaza, MS 5950
Cape Girardeau, MO – 63701

Dr. Yenduri,

I am writing on behalf of Saint Francis Healthcare System to express our support and backing for the proposed Master’s program in Cybersecurity at Southeast Missouri State University.

As the targets of cyber-attacks have evolved over the years, healthcare systems and medical records are now one of the primary targets. We are seeing more and more targeted attacks in our space. Given the variety of devices involved, data available and lack of focus within the industry, we will continue to be a primary target.

In the Cybersecurity space we have a tremendous gap between staffing needs and available talent. It is well documented that this is one of the few areas of negative unemployment. As outlined by the Department of Homeland Security, one of the most critical challenges lies in the vital field of infrastructure which encompasses financial, health, public safety, public services (water, power etc...), transportation, first responders, communication etc... This diverse area requires professionals to be constantly trained to the evolving threat landscape. Having the program at Southeast focusing on this critical sector of Cybersecurity immensely helps us in getting highly trained professionals and having an avenue for professionals within our organization to get an advanced degree.

Over the years Saint Francis Healthcare System has been a strong partner with Southeast Missouri State University. We’ve donated equipment and time to help strengthen the program and its offerings. I look forward to expanding our partnership over the coming years.

Medicine to the Highest Power
I fully support this endeavor undertaken by the Department of Computer Science to establish a Master’s program in Cybersecurity focused on critical infrastructure. The program will greatly elevate the skillset within the local industry and community and provide an avenue for training highly skilled professionals locally. It helps the students graduating from such a program with fruitful careers.

Sincerely

Wayne Floyd, CISSP
Cyber Security Officer
Saint Francis Healthcare System
Dr. Vijay Anand, Ph.D.
Director, Center for Academic Excellence in Cybersecurity,
One University Plaza, MS 5950,
Cape Girardeau, MO - 63701

I am writing on behalf of GFI Digital to express our sincere support for the proposed Master's program in Cybersecurity at Southeast Missouri State University. As a Managed Services Provider supporting hundreds of businesses, we continue to see new threats and security risks that affect even the smallest of companies. Security is quickly becoming mission critical to keep essential line of business applications working properly, secured and yet available to employees wherever they may work.

There is growing need for highly trained Cybersecurity professionals to meet with the challenges posed by threats to cyber enabled systems. One of the most critical challenges lies in the field critical infrastructure which as outlined by the Department of Homeland Security encompasses financial, health, public safety, public services (water, power etc...), transportation, first responders, communication etc... This diverse area requires professionals to be constantly trained to the changing threat landscape. Hence with the program at Southeast focusing on this critical sector of Cybersecurity immensely helps us in getting highly trained professionals and having an avenue for professionals within our organization to get an advanced degree. As a graduate of Southeast Missouri State University, a member of the Cybersecurity Advisory council, and an employer of some of their graduates, I feel the work they do in preparing graduates to face increasingly complex and changing security landscapes to be essential.

In conclusion, I fully support this endeavor undertaken by the Department of Computer Science to establish a Master's program in Cybersecurity focused on critical infrastructure. Such a program will greatly elevate the skillset within the local industry and community and provide an avenue for training highly skilled professionals locally. It helps the students graduating from such a program with fruitful careers.

Sincerely,

[Signature]
Robert Macklem
Chief Technology Officer
December 4, 2017

Dr. Sumanth Yenduri, Ph.D.
Chairman, Department of Computer Science
Southeast Missouri State University
One University Plaza, MS 5950
Cape Girardeau, MO – 63901

Dr. Vijay Anand, Ph.D.
Director, Center for Academic Excellence in Cybersecurity
Southeast Missouri State University
One University Plaza, MS 5950,
Cape Girardeau, MO – 63901

Dear Dr. Yenduri and Dr. Anand:

I am writing on behalf of PricewaterhouseCoopers (PwC) to express our sincere support for the proposed Master's program in Cybersecurity at Southeast Missouri State University.

PwC is one of the largest professional services firms in the world and has the market leading Cybersecurity and Privacy practice within its Advisory line of business. PwC has over 4,000 dedicated cybersecurity and privacy professionals serving fortune 500 clients across the globe. PwC has a large focused practice in St. Louis that has been staffing its entry level hires from Southeast Missouri State University for the last several years due to the students' readiness to work in the consulting environment. I am a Partner that leads our Cybersecurity and Privacy Practice for the Industrial Products sector in the US, which includes utilities and other critical infrastructure companies. I clearly see the need for additional cybersecurity resources for these and other companies to help mitigate the growing cybersecurity threat.

There is growing need for highly trained Cybersecurity professionals to meet with the challenges posed by threats to cyber enabled systems. One of the most critical challenges lies in the field critical infrastructure which as outlined by the Department of Homeland Security encompasses financial, health, public safety, public services (water, power etc...), transportation, first responders, communication etc... This diverse area requires professionals to be constantly trained to the changing threat landscape. Hence with the program at Southeast focusing on this critical sector of Cybersecurity immensely helps us in getting highly trained professionals and having an avenue for professionals within our organization to get an advanced degree.

As mentioned, PwC and Southeast Missouri State University enjoy a close relationship where we hire exclusively for our entry level hires from their Cybersecurity program. We work throughout the year to train their cyber defense club resources to prepare for their competitions and we are participating as guest lecturers on key cyber classes. We participate in career fairs and other on campus activities to keep growing our relationships with the students and faculty running this important program.
To Whom It May Concern:

Over the past four years, our Information Technology team at Buchheit has formed an internal software development team that has taken our level of execution at our retail stores to a new level. Retail is an execution business and through the use of local talent from Southeast Missouri State University, we have been able to elevate our fundamental day to day execution in order to become a stronger competitor against larger retail chains.

We have found that the students we have brought in from Southeast have been well rounded from not only a technical standpoint, but also from a conceptual standpoint. They understand technology, but more importantly they have an understanding of how technologies apply to our operations. This ability to be part of a team and not develop products in a bubble have been such an asset to our business.

All that said, we currently employ 5 members of our team that are current students or graduates of Southeast Missouri State. I am one of them! Growth at our local university in offering more programs is benefit to our company and also a benefit for those of us who graduated from Southeast and wish to see the university grow. For this reason, not only would I strongly recommend the Computer Science Department at Southeast, I would also strongly recommend and support the addition of a Master program in Cybersecurity.

Respectfully,

Jared Hotop
IT Director/Vice President
Buchheit
Dr. Vijay Anand, Ph.D.
Director, Center for Academic Excellence in Cybersecurity,

I am writing on behalf of The Cape Girardeau Public School, Technology Department to express our sincere support for the proposed Master’s program in Cybersecurity at Southeast Missouri State University.

We currently have over 8000 end users including Students, Teachers, Administrators, Maintenance, and Custodians. Every user has roles, groups, user policies, and different internet protections. Each user requires a certain level of access to network drives and websites. These roles must be carefully considered and implemented by a competent technology staff with heavy considerations on new policies and ideas that come out of the Cybersecurity community directly. Password security and length complexity must be constantly updated based on Cybersecurity standards. Users need to be taught to be weary of attacks; what brute force looks like, what a phishing email looks like, why two-factor authentication is important, and so on. All of these protocols are critical and must be taught to end users. Teaching these standards help to show just one basic example of why Cybersecurity programs, such as the one at SEMO, are so important. If future technology staff are not taught these critical concepts, it creates vulnerable environments, which in turn creates a vulnerable society.

There is growing need for highly trained Cybersecurity professionals to meet with the challenges posed by threats to cyber enabled systems. One of the most critical challenges lies in the field critical infrastructure which as outlined by the Department of Homeland Security encompasses financial, health, public safety, public services (water, power etc...), transportation, first responders, communication etc... This diverse area requires professionals to be constantly trained to the changing threat landscape. Hence with the program at Southeast focusing on this critical sector of Cybersecurity immensely helps us in getting highly trained professionals and having an avenue for professionals within our organization to get an advanced degree.

While acquiring my degree at Southeast Missouri State University in Cybersecurity I learned the critical importance of implementing user policies. I learned where to place a NAS in your infrastructure, where to place firewalls in infrastructure, and simply how to train users to be smart on the web. This program help to teach not only the back end programming, user levels, and infrastructure implementation but also it taught me how to be actively finding holes in systems and how to train employees to be safe in this digital environment. The program at Southeast Missouri State University was invaluable to me, it was invaluable to my employer, which just happens to keep every student in the Cape Girardeau School District safe on the web.

In conclusion, I whole-heartedly support this endeavor undertaken by the Department of Computer Science to establish a Master’s program in Cybersecurity focused on critical infrastructure. Such a program will greatly elevate the skillset within the local industry and community and provide an avenue
for training highly skilled professionals locally. Continued training in this field will always be critical in this digital world.

Sincerely,

David D. Peters
Tech. Dept.
Technology Support Technician
The Information Technology Department at W W Wood Products Inc handles the in-house development of the majority of the company’s core business process applications, and it also handles all of the company’s hardware infrastructure including servers, workstations, and networking appliances. We currently support more than 100 custom-developed business applications, more than 400 computer workstations, approximately fifty servers, and all of the required networking resources for proper connectivity across multiple buildings and cities.

Excluding management, our team is currently comprised of two analysts, two senior developers, four developers, two web developers, two college student junior developers, three software testers, two UX/UI architects, two hardware field techs, three network/server associates, and one network admin. The team is extremely focused on the large-scale, tightly-integrated production systems at the core of our business. We are constantly evaluating ways that would allow us to more effectively meet the business needs of the company and also expose our team to new development styles and technology.

The constant pace of technology advancement makes it extremely difficult to stay up-to-date on current technology. Even with the size team that we have, much of our research and development time is utilized in planning solutions, not necessarily learning new technologies. Some of that time is used for learning new technologies, but it is a disproportionate amount. One of the primary ways that we have been able to improve in this area has been by utilizing the knowledge of recent college graduates. This is a reason why we are advocates of exposing the students to new technologies while also establishing core industry fundamentals.

With the demand for a public web presence, coupled with the increasing frequency of cyber-attacks, cybersecurity is a major topic of discussion in our strategic planning sessions. Our team does not have the knowledge to sufficiently make decisions in this area, so we have been forced to outsource much of this to outside consultants. Even with using the outside consultants, there is still significant learning that must be done by our team to understand what is being implemented. Our team would greatly benefit from new team members with expertise in this area and knowledge surrounding what is current in this field.

We always prefer to handle all of our IT needs in-house whenever possible. For that reason, we believe that a more extensive cybersecurity program would benefit us as an employer. It would allow us to incrementally expand our networking team to meet the demands of the industry, and each new recruit would bring much-needed knowledge of a constantly evolving field. We have had amazing success hiring students from SEMO’s computer science programs, and I firmly believe that a Cybersecurity Masters graduate would be no different.

Thank you,

Christopher E. Wunderlich
VP/Information Technology
W W Wood Products Inc
NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

When finished, please save and email to: academicprogramactions@dhe.mo.gov

Sponsoring Institution: Southeast Missouri State University
Program Title: Writing
Degree/Certificate: BA-Bachelor of Arts

If other, please list:
Options: 1) Professional Writing; 2) Creative Writing
Delivery Site: Southeast Missouri State University
CIP Classification: 23.999
Implementation Date: 8/1/2018

Is this a new off-site location? □ Yes □ No
If yes, is the new location within your institution’s current CBHE-approved service region? ✗
*If no, public institutions should consult the comprehensive review process

Is this a collaborative program? □ Yes □ No
*If yes, please complete the collaborative programs form on last page.

CERTIFICATIONS

- The program is within the institution’s CBHE approved mission. (public only)
- The program will be offered within the institution’s CBHE approved service region. (public only)
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution’s current operating budget. (public only)

AUTHORIZATION

<table>
<thead>
<tr>
<th>Dr. Karl Kunkel, Provost</th>
<th>Signature</th>
<th>4/16/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name/Title of Institutional Officer</td>
<td>Date</td>
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</tr>
</tbody>
</table>
PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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.

   none

   - Characteristics of a specific population to be served, if applicable.
   Current and prospective English majors who wish to pursue a career in writing.

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

   PhD in English or related field

   - 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.

   100%

   - Expectations for professional activities, special student contact, teaching/learning innovation.

   All professors are reviewed annually on professional growth, teaching, and service.

3. Enrollment Projections
   - Student FTE majoring in program by the end of five years.

   74

   - Percent of full time and part time enrollment by the end of five years.

   90% FTE, 10% PTE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>AY19</th>
<th>AY20</th>
<th>AY21</th>
<th>AY22</th>
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<td>20</td>
<td>30</td>
<td>40</td>
<td>60</td>
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<tr>
<td>Part Time</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>34</td>
<td>45</td>
<td>67</td>
<td>77</td>
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</table>

4. Student and Program Outcomes
   - Number of graduates per annum at three and five years after implementation.
Three years: 35 (based on students we project to convert from the old Writing Option BA and the average number of students who have graduated from it in the last five years)
Five years: 55 (based on the numbers of past students who have completed the current Writing Option and those we expect to attract to the major)

- Special skills specific to the program.

**Professional Writing Option:** Students will write in many different genres and styles. They will work with the Adobe Creative Suite software, including Photoshop and InDesign, which is the industry standard. They will develop a professional portfolio to use for job interviews. The department already subscribes to Adobe Creative Suite and this software is loaded onto the lab computers.

Many of our writing students do not want to teach or to earn a traditional English literary degree, but they do want a career-oriented degree. Since the Professional Writing Option is a professional writing degree, with predominantly writing courses, it will offer a program designed for students interested in writing for business rather than creative or news writing.

Southeast Missouri State University already has many of the courses we would need for the Professional Writing track in place. Three new courses are also essential: a technical writing course, a digital/social media course, and a content-writing course that would include an introductory component on how to do bookkeeping and taxes for a freelance-writing or contracted-writing career. These courses have been approved.

The technical writing and content-writing courses represent the bulk of the writing jobs in the nation. For example, a company's technical writer does work similar to advertising, since the job has a marketing focus, but it also incorporates larger and more flexible sections of informative writing for both documents and webpages. These might include company profiles, project narratives, catalogue copy, press releases, user-tested instructions, and embedded video-scripts.

For the 2017-2018 academic year, Southeast has 66 full-time students in the B.A. English: Writing Option. There is great interest among our students in a program that focuses on career-oriented writing, evidenced by an informal survey that the Writing faculty conducted in their classes beginning in AY 2016-2017. Many students expressed their interest in a program that emphasized writing but with a much smaller literature component; faculty surveyed both BA English: Writing Options majors and also students minoring in either Writing or Small Press Publishing. The students expressed concern that the B.A. English degree does not convey a concentration of subject matter; to most people, “English” means extensive study in literature. The students felt that having a B.A. Writing degree would convey a specialization and show employers that students have cultivated the skills for a career in writing after graduation. With increasing concerns on employability and student loan debt, the writing students felt that a B.A. Writing degree would immediately show their skill-set to potential employers.

A typical career that one might aspire to with a B.A. in Professional Writing would be that of technical writer. A high number of businesses, especially those that produce publications and internal documents, need a technical writer who is trained to format documents and manuals and to properly edit the language in those artifacts. According to the Bureau of Labor Statistics (2014-2015, currently available), technical writing is a field that is projected to grow by 10% by the year 2024, classified as “faster than the national average” for all occupations, and usually requires a college degree. Writing content for advertising is a field that the BLS predicts to grow at a rate of 6% through 2024, as fast as other occupations. Grant
writing is an important skill for many businesses, but it isn't taught in creative writing nor in literature courses. One of our M.A. in Professional Writing students was recently promoted because of her successful grant writing, and another was hired by Bold, Inc., for a higher-level position than advertised because her portfolio included her grant writing and marketing projects from her master's coursework. We expect the B.A. to be just as successful. It should help us to retain students who do not want to go to graduate school, but who want a quicker path to the workforce.

With these new proposed courses, Southeast will provide a practical, experiential path into the field of professional writing and editing for our students. For students who want a more creative writing focus with a literary foundation, we are also proposing a track in Creative Writing. If approved, the B.A. in Writing with the Professional Writing track and the B.A. in Creative Writing track will replace the current writing option offered as part of our English degree.

The English department has a Mac lab with software appropriate to the degree already installed. We have a growing Masters in Professional Writing program for B.A. students who want advanced studies in writing. We have a strong record of writing-student successes in job placement and in publications, and we offer writing-intensive internships on campus and at a number of local businesses. We are enclosing letters of support from local businesses to support this claim. Many of the classes are designed using current manuscripts and assignments from businesses. Students who graduate from this program will be able to include actual field experience on their resumes.

A Bachelor of Arts degree in Writing with an emphasis in Professional Writing will allow students to graduate and enter the workforce faster than our current program, thus achieving more of the success outlined above. Students interested in advanced study will be encouraged to apply to our graduate program.

The upper-level classes that comprise the B.A. with an emphasis in Professional Writing will be taught by PhDs who are published writers and experienced editors.

**Creative Writing Option:** Students will write in many different genres and styles of Creative Writing. These include poetry, prose, and creative nonfiction writing.

We currently have one B.A. in English with two Options: Literature and Writing. However, the Writing Option, as tied to the B.A. on English, has only 9 required hours in Creative Writing, out of 36 hours in the major. In comparison, Truman State's Creative Writing degree requires 12-13 hours in creative writing; Missouri State's program in Creative Writing allows 18 hours of coursework in Creative Writing. Murray State has both a B.A. and BFA in Creative Writing. The Creative Writing Track with the proposed B.A. with 44 required hours, has 16 hours in Creative Writing and a minimum of 8 hours in electives.

Although it is thus restrictive in scope, the Writing Option also has the largest number of majors in the English Department at 66. Given the popularity of Creative Writing across the nation, and the proliferation of MFA and MA in Creative Writing programs that undergraduates may enroll in to continue their writing, a B.A. in Creative Writing, with more writing coursework offered, should be a success in our state and our region.

The B.A. in Writing with an emphasis in Creative Writing is focused on general Creative Writing practice and theory. The program will benefit students who wish to teach writing and those who wish to pursue
graduate work in creative writing at the level of MFA, MA, or PhD. A student who takes the Creative Writing track may work as a novelist, a script writer for film or television, in advertising, a freelance writer, and writing for other types of media.

We already have the courses we need for the Creative Writing track at Southeast Missouri State University. According to the Bureau of Labor Statistics, authors who adapt to online media and are comfortable with a variety of digital tools should have an advantage in finding work. We offer several classes in a computer-lab environment to make sure our students are comfortable with digital writing. These include Advanced Composition, Writing for the Professions, Writing for Digital/Social Media, and Small-Press Publishing.

The English department has a Mac lab with software appropriate to the program already installed, we have faculty who are successful poets and writers, and a growing Masters in Professional Writing program for students who want graduate-level studies in writing. We have a strong record of writing-student successes in job placement and publication, and we offer writing-intensive internships in Southeast's University Press and a number of local businesses.

Finally, assuming the approval of the new degree with the Professional and Creative Writing tracks, we anticipate this degree will help us to better recruit students interested in writing. Many of the universities in our peer group have writing as a “focus” or “concentration,” or “specialization” while only Northwest Missouri State University, the University of Arkansas –Fort Smith, and Youngstown State University offer baccalaureate degrees that are focused solely on professional and/or creative writing. This new program will position Southeast advantageously compared to its peer institutions and other Missouri universities.

- Proportion of students who will achieve licensing, certification, or registration.

The BA in Writing does not require special licensure, certification, or registration.

- Performance or 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.

There is no national and/or local assessment for the BA in Writing. We will use University and departmental approved Course Learning Outcomes (CLOs) to assess students and the program.

- Placement rates in related fields, in other fields, unemployed.

According to the Bureau of Labor Statistics, jobs related to the field of Professional and Creative Writing are expected to grow at the average rate of 8% by 2026. This is faster than the national average of all jobs. The BLS estimates that within the next 10 years, there will be at least 13,090 more jobs for writers. The median pay is estimated at $60,490-$69,850 per year on average. The Missouri Economic Research Center rates future job growth in the field as “average” to “bright.” Graduates who seek employment in these fields need advanced skills in writing, problem solving, innovation, initiative, and attention to detail – skills emphasized in the curriculum.
A report commissioned by Bentley University states that over 90% of employers responding to a study done by the Association of American Colleges and Universities rate clear communication, critical thinking, and problem-solving abilities as very important: "73.4% of employers want a candidate with strong written communication skills" (The PreparedUProject: An In-depth Look at Millennial Preparedness for Today's Workforce).

- Transfer rates, continuous study.

The Writing Curriculum Committee will assess the transcripts of all students who transfer into the program for proper placement. Based on past numbers, approximately seven students are expected to transfer into the program annually.

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 rationale.

No specialized accreditation is available in this field. The University is and will continue to be an institutional member of the Association of Writers and Writing Programs, the major national organization representing collegiate writing programs. From their website: “AWP provides support, advocacy, resources, and community to nearly 50,000 writers, 550 college and university creative writing programs, and 150 writers’ conferences and centers. Our mission is to foster literary achievement, advance the art of writing as essential to a good education, and serve the makers, teachers, students, and readers of contemporary writing.”

6. Program Structure
H. Total credits required for graduation: 120

I. Residency requirements, if any:
30 hours

J. General education: Total credits:
42

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>UI 100</td>
<td>3</td>
<td>First Year Seminar</td>
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<tr>
<td>EN100</td>
<td>3</td>
<td>English Composition</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Artistic Expression (See Undergraduate Bulletin for list of courses)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Literary Expression (See Undergraduate Bulletin for list of courses)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Oral Expression (See Undergraduate Bulletin for list of courses)</td>
</tr>
<tr>
<td>EN140 or EN190</td>
<td>3</td>
<td>Written Expression</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Behavioral Expression (See Undergraduate Bulletin for list of courses)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Living Systems (See Undergraduate Bulletin for list of courses)</td>
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</table>
K. Major requirements: Total credits: 51

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
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<td><strong>Major Core</strong></td>
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<tr>
<td>EN275</td>
<td>3</td>
<td>Introduction to Creative Writing</td>
</tr>
<tr>
<td>EN311</td>
<td>3</td>
<td>Practicum in Editing</td>
</tr>
<tr>
<td>EN376</td>
<td>3</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>EN470</td>
<td>3</td>
<td>Advanced Creative Writing: Poetry (repeatable once)</td>
</tr>
<tr>
<td>EN478</td>
<td>3</td>
<td>Advanced Creative Writing: Fiction (repeatable once)</td>
</tr>
<tr>
<td>EN572</td>
<td>3</td>
<td>Creative Non-Fiction</td>
</tr>
<tr>
<td>EN550</td>
<td>3</td>
<td>Style in Writing</td>
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<tr>
<td><strong>Core Hours</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Professional Writing Option</strong></td>
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<td></td>
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<tr>
<td>EN303</td>
<td>3</td>
<td>Content Copywriting</td>
</tr>
<tr>
<td>EN302</td>
<td>3</td>
<td>Small Press Publishing</td>
</tr>
<tr>
<td>EN305</td>
<td>3</td>
<td>Writing for the Professions</td>
</tr>
<tr>
<td>EN307</td>
<td>3</td>
<td>Writing for New Media</td>
</tr>
<tr>
<td>EN325</td>
<td>3</td>
<td>Topics in Writing (repeatable once)</td>
</tr>
<tr>
<td>EN378</td>
<td>3</td>
<td>Grammars in English</td>
</tr>
<tr>
<td>EN435</td>
<td>3</td>
<td>Internship (150 service hours; capstone; EN311 Editing, prerequisite)</td>
</tr>
<tr>
<td>GM180</td>
<td>3</td>
<td>Introduction to Graphics</td>
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<tr>
<td>LI300+</td>
<td>6</td>
<td>Choose two level 300 or above literature courses</td>
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<tr>
<td><strong>Creative Writing Option</strong></td>
<td></td>
<td></td>
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<tr>
<td>EN375</td>
<td>3</td>
<td>Intermediate Creative Writing</td>
</tr>
<tr>
<td>Choose 1</td>
<td>3</td>
<td>EN486 Sociolinguistics; UI500 History of English Language; UI501 Principles of Language</td>
</tr>
<tr>
<td>Choose 1</td>
<td>3</td>
<td>EN470 or EN478 Advanced Creative Writing</td>
</tr>
<tr>
<td>LI261</td>
<td>3</td>
<td>English Lit II</td>
</tr>
<tr>
<td>LI271</td>
<td>3</td>
<td>American Lit II</td>
</tr>
<tr>
<td>LI312</td>
<td>3</td>
<td>World Literature</td>
</tr>
<tr>
<td>Choose 2 in Lit</td>
<td>6</td>
<td>Any upper-level American Lit: LI421, LI442, LI565, LI571, LI576</td>
</tr>
<tr>
<td>Writing Elective</td>
<td>3</td>
<td>EN325 (topics course, may be repeated) or other EN course</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6</td>
<td>Two courses in any foreign language or one course in each of two</td>
</tr>
</tbody>
</table>

L. Free elective credits:
12 credits (depending on number of hours in the chosen minor)

M. Requirements for thesis, internship or other capstone experience:
Professional Writing option requires EN 435, Internship of 150 hours.
There is no thesis, internship or capstone requirements for the Creative Writing Option.

N. Any unique features such as interdepartmental cooperation:
Professional Writing option requires GM 180, Introduction to Graphics, from the Department of
Polytechnic Studies

All students are required to complete a minor.

7. Need/Demand

Student demand

Southeast students in the English Department have expressed their desire to have a more writing-focused
major, primarily for three reasons: 1) to specialize in writing and have more opportunities to
professionalize as undergraduates and acquire more marketable skills in writing and editing in order to be
more employable post-graduation; 2) to concentrate specifically on writing as an undergraduate and
acquire those skills without having to pursue a graduate degree; 3) should they apply to MFA programs at
a later date, they will be more prepared to succeed in those programs.

Market demand

According to the Bureau of Labor Statistics, jobs related to the field of Professional and Creative Writing
are expected to grow at the average rate of 8% by 2026. This is faster than the national average of all jobs.
The BLS estimates that within the next 10 years, there will be at least 13,090 more jobs for writers.

Because writing fields have expanded with the advent and rapid expansion of social media outlets, writing
skills are in demand more than ever before. Companies need graduates with marketable writing skills to
represent them on various kinds of social media, from Facebook to Twitter. A writer with training in
Professional Writing is prepared to address any writing-related assignment that the company requires.
The fast pace of social media outlets requires a flexible writer who can represent a company or
organization’s position within a matter of minutes. Writers with extensive specializations in their fields
may adapt to the organization’s needs to provide whatever kind of text is necessary to represent that
organization.

Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is
likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new
programs with a subsequent review and consideration for full approval after five years.
To: Dr. Susan Kendrick, Chair, Department of English

From: Kathly Griffin, Assistant Professor, Department of English liaison, Kent Library
Barbara Glackin, Dean, Kent Library

Date: February 5, 2017

RE: Library resources evaluation / Bachelor of Arts in Writing
Creative Writing and Professional Writing Tracks

CC: Dr. Frank Barrios, Dean, College of Liberal Arts
Dr. Karl Kunkel, Provost and Chair, University Academic Council

Conclusion: Kent Library has the resources to support the Department of English’s proposed Bachelor of Arts in Writing with two track options: Creative Writing and Professional Writing. Kent Library appreciates the opportunity to serve the Department and the students seeking careers in writing.

Background:
The proposed BA in Writing, with Creative Writing and Professional Writing options, addresses gaps in the existing English curriculum. The Creative Writing track increases the number of creative-writing specific courses. The Professional Writing track provides an option for students seeking a career-oriented writing degree. The Professional Writing track will be a new program in the Department of English.

Resource summary*:

1) Databases: Southeast Missouri State University students and faculty have access to both interdisciplinary and subject-specific databases. ProQuest Central has a mix of scholarly articles about creative writing and book reviews. Professional writing is supported by academic articles and trade journals focusing on technical writing, business communications, and the application and processes of professional writing. Kent Library also provides access to English-specific databases that include books, articles, primary sources, and web resources on a range of English topics, including creative and professional writing. These databases include: MLA International Bibliography (published by the Modern Language Association), ProjectMuse, and JSTOR.


3) Books & eBooks: Kent Library’s print and eBook titles are discoverable through the online catalog. For Creative Writing, a search of the catalog finds 409 collections of and books about

One University Plaza / Cape Girardeau, MO 63701 / 573.651.2000 / semo.edu
poetry, which includes 17 twenty-first century collections, 88 short story collections, and hundreds of fiction titles, including current best sellers. Searching Professional Writing finds 12 titles for technical writing, 73 about business writing, 43 about grant writing, 19 about using InDesign (a publishing and graphic design software), 9 about copy editing, 87 titles about English Language—Style, and up-to-date editions of all major style manuals.

Kent Library's eText platform provides access to about 150,000 titles. For Creative Writing, a search finds 2,625 titles about creative writing, 460 poetry collections, 233 short story collections, and 211 titles for creative nonfiction. For Professional Writing, a search finds 187 books about professional writing and 239 books about technical writing.

Additionally, Kent Library is a member of the Missouri-based MOBIUS consortium and participates in resource sharing through use of the MOBIUS Union Catalog. The catalog has expanded to include more than 27 million items, serving users in Missouri and across Oklahoma, Iowa, Kansas, and Texas. A courier service delivers library books once per day, five days per week. Materials requested via MOBIUS are delivered to students or faculty within three to five business days.

Kent Library is also a member of OCLC's International Interlibrary Loan network. This service provides access to millions of items from all over the world and greatly expands the range of library materials available. This service is free of charge to Southeast Missouri State University students, faculty, and staff.

4) Streaming videos: Kent Library subscribed to the Kanopy streaming video platform titles beginning in fall 2016. Searching for creative writing finds 582 videos, including a "Writers on Writing" series. A keyword search for written communication returns 698 results, which includes videos on business writing, science writing, and technical writing.

Kent Library provides research assistance to students in-person and through email, phone, chat, or consultation appointments. Chat reference assistance is available 24x7.

Kent Library's Heather MacDonald Greene Multimedia Center (HMGMC) provides assistance to students and faculty using multimedia creation tools. There are six computers in the HMGMC that have the full Adobe Creative Cloud, including InDesign, a software program used to create posters, flyers, brochures, magazines, newspapers, and books. The HMGMC supports student growth, from beginning to professional levels, by offering customized instruction and hands-on experience with digital creation software used in professional writing and digital media.

If, as the curriculum evolves, the Department of English identifies additional library resources needed or collection weaknesses, we respectfully request to be notified so steps may be taken.

*Full Kent Library resources review is provided.
### FINANCIAL PROJECTIONS

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<thead>
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<td>A. One-time:</td>
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<td><strong>TOTAL REVENUES</strong></td>
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<td>$92,745.00</td>
<td>$123,660.00</td>
<td>$185,490.00</td>
<td>$216,405.00</td>
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Please provide a brief description of the nature of the state aid. Are additional funds requested or are existing funds going to be used? What is the nature of the existing funds?

Per a conversation with Sue Wilde, Budget Office Director, no new resources or new funds are needed until AY 21. The existing funds come from current salaries; the existing resources will be current equipment in the department. Kent Library has determined that they have the resources to support the B.A. in Writing Degree with an option in Creative Writing and an option in Professional Writing (see attached memo). Revenues reflect one-half of the projected full-time enrollments so as to account only for the new revenues the department hopes to bring to the university. For the academic year 2020-2021, increased enrollment in the Writing major may require an additional RNTT position (or additional PT/OVL funds), since a current RNTT faculty member who has both the MFA in Creative Writing and the PhD in English may be scheduled to teach courses for the Writing major. The new RNTT position would cover lower-division writing and literature courses; however, if the budget does not allow for a full-time hire, PT/OVL funds would be used to cover the composition courses that would be available should the current RNTT faculty member be scheduled to teach courses for the major instead. Currently, five part-time instructors in the English department cover 15 classes per semester at the total salary cost of $37,800.
Survey Regarding the BA Writing Proposal

The following survey questions were sent to business professionals at Right Management and Enterprise Holdings, who responded via email. The four respondents were:

Victoria Spinzig  
Vice President, Client Solutions, Right Management, Inc

Cyd Dodson  
Sr. Consultant, Right Management, Inc.

Moon Passino  
Corporate Human Resources Manager, Enterprise Holdings, Inc.

Edward Adams  
Senior Vice President Human Resources, Enterprise Holdings, Inc.

Survey Explanation and Questions

The English Department at Southeast is proposing a new Bachelor's degree in Writing with two options: Professional Writing and Creative Writing. Upper administration has asked us if employers think the courses and skills acquired in this BA would make our students attractive as applicants to their businesses. We would greatly appreciate your input, which will help us better serve our students' and stakeholders' needs.

Listed below are some of the coursework requirements for the degree.

- Creative Nonfiction Writing
- Creative Writing in Fiction or Poetry
- Content Copywriting
- Technical Writing
- Style in Writing
- Practicum in Editing
- Small-Press Publishing (the business of publishing)
- Internship (150 service hours; capstone; EN 311 Editing prerequisite)
- Introduction to Graphics
- Grammars in English or Sociolinguistics
- Digital and Social Media
- Choice of two or more literature courses
Please respond to the following questions:

1. Does the BA in Writing coursework address the skills necessary for a professional writer? What is particularly appealing to you, the employer, in this coursework?

   V. Spinzig: The coursework appears to reflect a broad and needed knowledge of written communication, which is the basis of communication in all forms.

   C. Dodson: The BA in Writing coursework provides skill building in the very necessary area of professional writing. I say this from two perspectives: as a corporate leader who works with diverse and multi-functional teams across North America, and as a coach who supports MBA students in their career advancement. Routinely I encounter significant communication mistakes in the team members and clients I support. Grammatical and spelling issues are frequent. But perhaps more importantly, concise and clear communication of key issues, thoughts, perspectives and ideas is often missing. The result of this inadequate and poor communication is two-fold: Valuable input from a stakeholder is missed or interpreted incorrectly. Time is wasted in clarifying, repeating or correcting communication.

   M. Passino: I believe the coursework does. Technical writing, style in writing, Grammars in English and Social media would all be of interest.

   E. Adams: If the writing course covers simple noun and verb sentence construction, verb tense and singular/plural basics, these would be helpful for clear and direct business communications.

2. In the current employment market, how would mastery of the coursework in the BA in Writing appeal to an employer such as yourself?

   V. Spinzig: The current world of work is more rapidly dynamic than we have seen throughout history. Advances in technology, digitization, and the skills revolution are pointing to the need for continuous learning, agility in leadership, and strong influencing skillsets. Communication is the bedrock upon which sought-after skillsets are built, whether it be in an English or communication sector role or even an engineering or IT role.

   C. Dodson: Diverse input and perspective are absolutely invaluable to a project. Each member is required to have adroit skills for contributing information that will improve the outcome and effectively move the project forward. In all situations, time is valuable. The more efficiently each team member is able to provide input and communicate effectively, the faster the objective is achieved.

   M. Passino: We hire individuals with the expectation that they will eventually become members of our management team and they will need to write regularly: performance reviews, memos, general email communications, etc. The better their writing skills, the better their ability to communicate effectively.

   E. Adams: Yes, this would be appealing because simple and understandable communications to other employees and customers are necessary.
3. Based upon your past hiring experiences, how would a graduate with these writing and analytical skills compare to past applicants’ skills?

V. Spinzig: With the advances in social media and electronic devices, younger generations are relying on a social format of communication as their only form of communication. This degree program is an example of how job-seekers, promotion-seekers, emerging leaders will differentiate themselves from the many to become the sought after.

C. Dodson: I would expect that their communication, both written and verbal would be:
- More concise and easier to understand
- On-point and more fully representative of their ideas and input
- More effective in representation

M. Passino: It is my belief that the average person in this country has very poor grammar (spelling, punctuation, word usage, etc.). This coursework would give them a significant advantage in my opinion.

E. Adams: They would compare favorably. Clear written communications are often correlated with verbal communications, "professionalism", and the ability to influence others effectively.
Dear Dr. Kendrick & Dr. Kunkel,

I attended Southeast Missouri State University from Fall 2009 to Fall 2012 and graduated with a BA in English—Creative Writing, along with minors in Small Press Publishing, Commercial Photography, and German.

I was thrilled to hear that Southeast Missouri State is now in the final stages to approve a BA in Writing with options in Professional and Creative Writing. I maintain that every business needs someone (or many someones) who can write and communicate well. Even if businesses don’t know they’re looking for English majors, they are often the best suited for a wide variety of communications roles, in everything from marketing and copywriting to editing, grant writing, and more.

My degree helped me to secure a few roles post-graduation: marketing director for Beacon Industries, Account Representative for Ansira, freelance editing work for several authors, businesses, and small presses, and ultimately, my role as publisher at Pen & Publish and its imprints (Brick Mantel Books, Open Books Press, and Transformation Media Books). Four years ago it would have been unthinkable that I would be heading my own small press, but with the skills I learned from my coursework, the internship with the university press, and the guidance of Dr. Susan Swartwout, I achieved my dream in a very short amount of time. Every day I use the skills I learned to evaluate and edit manuscripts, create book covers, layout books in InDesign, write our social media posts and update our websites, and communicate with authors, other presses, bookstores, and readers.

I am very excited to hear that the new BA programs will have more technical courses, such as Tech Writing, New Media, and Content Copywriting. I feel that I would have benefited further from more writing-intensive courses rather than some of the literature courses which often mirrored high school (AP) coursework I had already completed. Literature is important too, of course, but for most careers, “American Literature I” won’t be a relevant course to list on a résumé, but writing courses most certainly will be. I also think having some more marketing-esque writing (such as what I assume is included in New Media and Content Copywriting) would be very helpful, especially for the Professional Writing BA. I know several other Southeast graduates who have gone on to find roles in marketing and social media marketing, and knowing how to write for that audience is an important trait.

I hope that these BA programs become a reality. Please don’t hesitate to email or call if you have any questions or would like more details regarding my statements.

Best Regards,
Jennifer Geist, Publisher
jennifer@penandpublish.com | (314) 827-6567
Pen & Publish, Inc.

Our Imprints:
Brick Mantel Books
Open Books Press
Transformation Media Books
Coordinating Board of Higher Education
Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, Missouri 65102-1469

Members, Coordinating Board of Higher Education:

The Cape Girardeau Area Chamber of Commerce strongly supports the new BA program in Writing proposed Southeast Missouri State University.

As we understand it, this professional writing degree is designed for students interested in writing for businesses rather than creative or news writing. This would be a great help to many businesses who produce technical manuals and detailed internal documents critical to performance. According the Bureau of Labor Statistics, technical writing is a field projected to grow by 10% over the next 8 years.

Southeast Missouri State University already offers many of the courses necessary for the degree. Only three new courses would be essential and they have already been approved. Please give this your strong consideration.

Respectfully,

[Signature]

John Menner, President and CEO
Cape Girardeau Area Chamber of Commerce
To whom it may concern,

When I was interviewed for my current position as a copywriter for the advertising agency Red Letter Communications, I did not have much of a portfolio in that field to show to my potential employers. I did not have work experience in marketing so, instead, I brought examples of works I had written during my time in the Professional Writing graduate program at Southeast Missouri State University. I showed a brochure and a proposal I had written as class assignments. To my surprise, my future employers asked me if I could also send them some of my creative pieces. Being a copywriter requires one to not be able to only write but also to think creatively and they wanted to see what I had done in the past, even if it was not related to advertising. I shared a couple of short stories from by creative thesis with them. A few days later, I was hired. My job consists of writing copy for ads that help build awareness of client brands, products, and product benefits to help stimulate sales.

Going through the Professional Writing graduate program at Southeast taught me technical writing skills that I use every day in my job, and I can only support the addition of technical writing and copy writing classes to the undergraduate English program. Having access to creative writing classes at Southeast also helped improve my creativity, a skill that I constantly need to perform well at my job. I have no doubt that having those skills in my background contributed to my being hired without having much practical experience in advertising. Students who master writing, whether it is creative writing or professional writing, get a tremendous advantage over others when the time comes to enter the workplace. I believe the new degree options in the English program will make Southeast students better prepared for the job search. Indeed, thanks to these majors, they will acquire a more specialized education and the necessary skills to be competitive in the job market after college.

Sincerely,

Marine Perot
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 C.H)
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program
   ___ X Delete option: Contingent upon approval of the BA Writing: Professional Writing Option and
     Creative Writing 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>
<td>Title</td>
<td>Degree</td>
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<tr>
<td>B.A. in English: Writing</td>
<td>B.A. in English: Writing Option</td>
</tr>
</tbody>
</table>

3. Attach a copy of “before and after” curriculum, as applicable, and a rational for the proposed change.
4. Intended date of program change, additional options, or “Inactive Status”: Fall 2018

AUTHORIZATION

Dr. Karl Kunkel, Provost
Name / Title of Institutional Officer
Signature
Date

Dr. Susan Kendrick
Person to Contact for More Information
Telephone Number
PUBLIC
INDEPENDENT

PROGRAM CHANGE REQUEST FOR STAFF REVIEW

Name of Institution: Southeast Missouri State University

☐ Title or CIP change
☐ Combination program created out of closely allied existing programs
☐ Add option to existing program
☐ Add certificate program (from approved existing parent degree or stand-alone) *attach curriculum

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Attach a copy of the “before and after” curriculum, as applicable

☐ Delete program
☐ Delete option
☐ Place program on inactive status

| French Language and Literature (Secondary Education – French) | Baccalaureate; 160901 | 5/11/2018 |

Name of program/certificate/option: Degree type and CIP code: Date to delete or inactivate

☐ Change of address
☐ Closed location

Enter address, change or address of closed location

List sites where changes on this form should be applied (such as main campus, all off-site locations, etc.):

☐ Click here to enter text

AUTHORIZATION

Karl R. Kunkel, Provost 5/11/2018

Name/Title of Institutional Officer Signature Date

Please save and email this form and supporting documents to: he.academicprogramactions@dhe.mo.gov
PROGRAM CHANGE REQUEST FOR STAFF REVIEW

Name of Institution:
Southeast Missouri State University

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☐ Delete program
☐ Delete option
☐ Place program on inactive status

Technology and Engineering Education
Baccalaureate; 131309
5/11/2018

Name of program/certificate<option> Degree type and CIP code Date to delete or inactivate

☐ Change of address
☐ Closed location

Enter address change or address of closed location

List sites where changes on this form should be applied (such as main campus, all off-site locations, etc.):

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5/11/2018

Name/Title of Institutional Officer Signature Date

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☐ Delete program
☐ Delete option
☐ Place program on inactive status

Science Teacher Education  Masters (Master of Natural Science); 131316  5/11/2018

Name of program/certificateoption Degree type and CIP code Date to delete or inactivate

☐ Change of address
☐ Closed location

Enter address change or address of closed location

List sites where changes on this form should be applied (such as main campus, all off-site locations, etc.):

☐ Click here to enter text

AUTHORIZED

Karl R. Kunkel, Provost  5/11/2018
Name/Title of Institutional Officer  Signature  Date

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INDEPENDENT □

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Attach a copy of the “before and after” curriculum, as applicable

☐ Delete program
☐ Delete option
☐ Place program on inactive status

Healthcare Facilities Operations
Cert., It 2 years; 510702
5/11/2018

Name of program/certificate/option Degree type and CIP code Date to delete or inactivate

☐ Change of address
☐ Closed location

Click here to enter text

Enter address change or address of closed location

List sites where changes on this form should be applied (such as main campus, all off-site locations, etc.):

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☐ Delete program
☐ Delete option
☐ Place program on inactive status

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PUBLIC

INDEPENDENT

PROGRAM CHANGE REQUEST FOR STAFF REVIEW

Name of Institution:
Southeast Missouri State University

☐ Title or CIP change
☐ Combination program created out of closely allied existing programs
☐ Add option to existing program
☐ Add certificate program (from approved existing parent degree or stand-alone) *attach curriculum

<table>
<thead>
<tr>
<th>Before the Proposed Change</th>
<th>After the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Old Program/Certificate</td>
<td>Degree</td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Attach a copy of the “before and after” curriculum, as applicable

☐ Delete program
☐ Delete option
☐ Place program on inactive status

Facilities Management | Graduate Certificate; 190604 | 5/11/2018
Name of program/certificate/option | Degree type and CIP code | Date to delete or inactivate

☐ Change of address
☐ Closed location

<table>
<thead>
<tr>
<th>Click here to enter text.</th>
</tr>
</thead>
</table>

Enter address change or address of closed location

List sites where changes on this form should be applied (such as main campus, all off-site locations, etc.):

<table>
<thead>
<tr>
<th>Click here to enter text.</th>
</tr>
</thead>
</table>

AUTHORIZATION

<table>
<thead>
<tr>
<th>Karl R. Kunkel, Provost</th>
<th>5/11/2018</th>
</tr>
</thead>
</table>
Name/Title of Institutional Officer | Signature | Date

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<table>
<thead>
<tr>
<th>Family Nurse Practitioner</th>
<th>Graduate Certificate; 513805</th>
<th>5/11/2018</th>
</tr>
</thead>
</table>
Name of program/certificate/option | Degree type and CIP code | Date to delete or inactivate |

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**PROGRAM CHANGE REQUEST FOR STAFF REVIEW**

**Name of Institution:**
Southeast Missouri State University

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</table>

Attach a copy of the “before and after” curriculum, as applicable

- [ ] Delete program
- [ ] Delete option
- [ ] Place program on inactive status

<table>
<thead>
<tr>
<th>Heritage Education/Interpretation</th>
<th>Graduate Certificate; 540105</th>
<th>5/11/2018</th>
</tr>
</thead>
</table>

Name of program/certificate(option)
Degree type and CIP code
Date to delete or inactivate

- [ ] Change of address
- [ ] Closed location

Click here to enter text
Enter address change or address of closed location

<table>
<thead>
<tr>
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Name/Title of Institutional Officer
Signature
Date

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INDEPENDENT □

PROGRAM CHANGE REQUEST FOR STAFF REVIEW

Name of Institution:
Southeast Missouri State University

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</tr>
<tr>
<td>[Click here to enter text]</td>
<td>[Click here to enter text]</td>
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</tbody>
</table>

Attach a copy of the "before and after" curriculum, as applicable

☐ Delete program
☐ Delete option
☐ Place program on inactive status

<table>
<thead>
<tr>
<th>Historic Preservation</th>
<th>Graduate Certificate; 301201</th>
<th>5/11/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of program/certificate/option</td>
<td>Degree type and CIP code</td>
<td>Date to delete or inactivate</td>
</tr>
</tbody>
</table>

☐ Change of address
☐ Closed location

[Click here to enter text]
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</table>

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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>ANTICIPATED COMPLETION</th>
<th>VENDOR</th>
<th>AWARD AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granuel Building Air Handling Unit (AHU) 1 &amp; 2 Replacement</td>
<td>July 27, 2018</td>
<td>Associated Sheet Metal</td>
<td>$537,210</td>
</tr>
<tr>
<td>Johnson Hall 3rd Floor Air Handling Unit (AHU) Replacement</td>
<td>July 20, 2018</td>
<td>Gold Mechanical, Inc.</td>
<td>$165,950</td>
</tr>
<tr>
<td>Towers South and East Fire Alarm Upgrade (A/E Services)</td>
<td>December 2018</td>
<td>The Lawrence Group</td>
<td>$127,200</td>
</tr>
<tr>
<td>UC Kitchen Renovation</td>
<td>July 20, 2018</td>
<td>Nip Kelley Equipment Co., Inc.</td>
<td>$900,970</td>
</tr>
</tbody>
</table>

Part II – Facilities Management Capital Projects Update Report

A. STATE FUNDED CAPITAL IMPROVEMENT PROJECTS

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>ANTICIPATED COMPLETION</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisp Hall Renovation</td>
<td>Summer 2019</td>
<td>100% design development plans are under review. Project will be bid Fall 2018, with construction to begin January 2019.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>ANTICIPATED COMPLETION</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Utility Tunnel Condition Surveys</td>
<td>Summer/Fall 2018</td>
<td>Professional services contract is being executed with KPFF. Survey will evaluate integrity of tunnel infrastructure and prioritize repairs to system.</td>
</tr>
<tr>
<td>Capaha Field Indoor Batting Facility</td>
<td>TBD</td>
<td>Project is on hold pending City/Prospect League site development plan.</td>
</tr>
<tr>
<td>PROJECT</td>
<td>ANTICIPATED COMPLETION</td>
<td>STATUS</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cottonwood Renovation</td>
<td>October 2018</td>
<td>Bids received were over budget. Project being re-bid in two packages (Administrative spaces and Residence Hall spaces) with the completion date extended by three months. New bid opening scheduled for April 26, 2018.</td>
</tr>
<tr>
<td>Cybersecurity Stadium Renovation</td>
<td>Fall 2018</td>
<td>Initial design development meeting held with department to renovate space on 2nd floor of Dempster Hall. Initial floor plan options provided to department for feedback.</td>
</tr>
<tr>
<td>General Construction Contract 2018</td>
<td>Multiple projects through 1/31/19</td>
<td>Installation of peepholes in residence hall rooms at Myers Hall and Towers South to be completed summer 2018. Capaha Field Indoor Batting Facility site work project on hold pending City/Prospect League site development plan</td>
</tr>
<tr>
<td>General Electric Contract 2018</td>
<td>Multiple projects through 6/30/18</td>
<td>Installation of electrical receptacles in Scully 112 is complete. Installation of additional receptacles in Towers Dining in progress.</td>
</tr>
<tr>
<td>Grauel Building Air Handling Unit (AHU) 1 &amp; 2 Replacement</td>
<td>Summer 2018</td>
<td>Notice to proceed issued to Associated Sheet Metal. Work to begin at the end of the academic semester.</td>
</tr>
<tr>
<td>Johnson Hall 3rd Floor Air Handling Unit (AHU) Replacement</td>
<td>Summer 2018</td>
<td>Contract awarded to Gold Mechanical. Work to begin at the end of the academic semester.</td>
</tr>
<tr>
<td>Kent Rare Book Room HVAC Upgrade</td>
<td>Summer 2018</td>
<td>Construction is 80% complete.</td>
</tr>
<tr>
<td>Magill Biology Greenhouses</td>
<td>TBD</td>
<td>Initial scope meeting held with department and Hurst-Roche. Professional services proposal being reviewed.</td>
</tr>
<tr>
<td>Myers Hall Flooring Replacement</td>
<td>Summer 2018</td>
<td>Bid opening scheduled for May 1, 2018. Work to be completed during summer semester.</td>
</tr>
<tr>
<td>NPHC Plaza and Central Pedestrian Corridor</td>
<td>Spring/Summer 2018</td>
<td>Construction began during spring break. Installation of storm drains complete; site work and forming of ADA ramp in progress.</td>
</tr>
<tr>
<td>Towers Fire Alarm Upgrades</td>
<td>Winter 2017/Summer 2018</td>
<td>Phase II—Replacement of fire alarm panel in Towers Central Complex is complete and programming is ongoing.</td>
</tr>
<tr>
<td></td>
<td>2018/2019</td>
<td>Phase III—Professional service agreement awarded to Lawrence Group for replacement and installation of fire alarm system and new devices in Towers East &amp; Towers South.</td>
</tr>
<tr>
<td>Track Building Renovation &amp; Addition</td>
<td>Winter 2018/19</td>
<td>Additional funding has been identified and project is moving forward. Construction documents are under review.</td>
</tr>
<tr>
<td>PROJECT</td>
<td>ANTICIPATED COMPLETION</td>
<td>STATUS</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>University Center Kitchen Renovation</td>
<td>Summer 2018</td>
<td>Construction contract awarded to Nip Kelley Equipment Company. Work to begin at the end of the academic semester.</td>
</tr>
<tr>
<td>University Master Plan Update</td>
<td>Fall 2018</td>
<td>Completion of the Master Plan was postponed allowing restructuring decisions made as part of the budget planning process to be considered by the consultants and incorporated into their final recommendations.</td>
</tr>
<tr>
<td>Vandiver Hall Exterior Envelope</td>
<td>Spring/Summer 2018</td>
<td>Professional services proposal for design and construction documents received from Hurst-Roche and is being reviewed.</td>
</tr>
</tbody>
</table>
BOARD OF REGENTS  
MOTION CONSIDERATION FORM  
May 11, 2018  
Open Session  

I. Motion to be Considered:  

Approve the attached Program and Course Fees effective with the Fall 2018 semester.  

II. Background:  

The University has a limited number of fees assessed at the course level, in addition to tuition. These fees have been assessed to cover the cost of consumable supplies or other expenses that are unique to a course (e.g. student insurance, chemicals), on courses in academic programs that are higher than average in cost to deliver per student credit hour generated, or on courses utilizing electronic course materials directly from a publisher. Formalizing the “up-front” billing of these expenses avoids surprise costs to students after they enroll. This process also makes course fees eligible for the Hope Scholarship and Lifetime Learning tax credits that the student or parent may claim. 

Part of the annual budget process is to review existing course fees and make recommendations on new or revised fees. Special course fees to cover the cost of consumable supplies or other unique expenses related to a course are recommended by academic departments and reviewed and endorsed by a Budget Review Committee (BRC) subcommittee. This subcommittee includes representation from Deans’ Council, Chairpersons’ Forum, Faculty Senate and Student Government. 

Only one new special course fee is being recommended by the BRC. This is a graduate level externship course in Communication Disorders (see Attachment 1). The proposed $25.00 course fee would be used to cover the cost of diagnostic materials used by the students in the course. Existing special course fees on four Computer Science courses are recommended for elimination, as the courses are no longer listed or course content has been revised which affected consumable costs. 

<table>
<thead>
<tr>
<th>Recommended By:</th>
<th>Chairperson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>Dean:</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>Academic Council:</td>
</tr>
<tr>
<td>Administrative Council</td>
<td>Provost:</td>
</tr>
<tr>
<td>VP, Enroll. Man. &amp; Stu. Suc.</td>
<td>President:</td>
</tr>
<tr>
<td>VP, Finance &amp; Admin.</td>
<td>[Signature]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Action on:</th>
<th>Postpone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion By:</td>
<td>Amend:</td>
</tr>
<tr>
<td>Second By:</td>
<td>Disapprove:</td>
</tr>
<tr>
<td>Vote: Yeas: Nays:</td>
<td>Approve:</td>
</tr>
<tr>
<td></td>
<td>Secretary:</td>
</tr>
</tbody>
</table>
The University also has an existing $19.50 per credit hour course fee on courses delivered via the internet (web-based courses). Revenue from this fee supports instructional related costs incurred in the general operating budget and provides funds directly to Online programs to support online student services. It is recommended to increase this fee to $25.00 per credit hour to provide funds needed for a dedicated marketing budget to promote online programs.

BRC reviewed high cost programs during the fiscal year 2019 budget planning process. There are currently six academic programs that have a $20 per credit hour program fee based on previous analysis of their average direct cost per student credit hour – Athletic Training, Business (Core courses), Computer Science, Music, Nursing and Theatre & Dance. 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.

BRC defined a high cost program as a program in which the three-year average direct cost per student credit hour is greater than the current tuition rate. Based on FY15-FY17 data, eight academic programs exceed that threshold (see Attachment 2). Six of these eight academic programs were identified as high cost in previous years and already have a special course fee attached to undergraduate major courses in the department.

Athletic Training, which met the criteria of a high cost program in FY12 and FY16, has dropped below the University average and no longer meets the criteria. It is recommended the existing special course fee on this program be eliminated effective with the Fall 2018 semester.

The data in Attachment 2 shows two new academic programs meeting the criteria of a high cost program – Communication Disorders and Mass Media. In addition to assessing cost data, BRC considered information related to program accreditation, competing programs’ fee structure and student affordability. Based on all these factors, BRC recommends a $20 special course fee be assessed on undergraduate courses in these programs.

The direct cost and student credit hours used to analyze program costs includes the cost of delivering graduate programs. Therefore, for the programs meeting the threshold of a high cost program who offer graduate degrees – Communication Disorders, Computer Science, Business and Nursing - a $30 special course fee on graduate courses within those programs is also recommended.

The special course fee recommended for these 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 to discourage enrollment in these courses by students outside of the major.

Attachment 3 indicates the assessment of these recommended high cost program fees would generate approximately $153,000 in new revenue for the general operating budget. Personnel costs account for 92% to 95% of the cost of offering these 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 FY22 budget.
In addition to offering physical textbooks through the Textbook Rental program, the University partners with Follett, the university’s Bookstore vendor, to provide seamless access to electronic course materials. Follett’s IncludEd program provides students with a single sign-on to access the University’s learning management system (Moodle) and their electronic course materials. While this fee does not provide revenue to the University, 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.

Included in Attachment 4 are five new courses that will utilize electronic course materials through the IncludEd program for Fall 2018 courses, fourteen courses in which the publisher’s access cost has changed, and eight courses which no longer plan on using electronic course materials and the course fee is being eliminated. The cost assessed as a special course fee is equal to or less than the cost of purchasing a physical code through the Bookstore.

The University is diligent in evaluating the necessity of course fees, as evidenced in this recommendation which includes the elimination of a program fee on the Athletic Training program, the elimination of a course fee on four Computer Science courses, and the discontinuation of an electronic course material fee for eight courses in various academic departments.
## PROGRAM AND COURSE FEE PROPOSALS

### Course Fees

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Courses</th>
<th>Current Fee</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Human Services</td>
<td>Communication Disorders</td>
<td>CD699 – Externship in Communication Disorders</td>
<td>$0</td>
<td>$25</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Computer Science</td>
<td>CS120 – Introduction to Computer Science</td>
<td>$10</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CS180 – No longer listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CS450 – No longer listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CS490 – Artificial Intelligence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Online and Webinar Courses (Per Credit Hour)

<table>
<thead>
<tr>
<th>College</th>
<th>Current Fee</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$19.50</td>
<td>$25</td>
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### Program Fees

<table>
<thead>
<tr>
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<th>Department</th>
<th>Courses</th>
<th>Current Fee</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>MBA</td>
<td>Seven common core courses of the MBA program</td>
<td>$0</td>
<td>$30</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>Athletic Training</td>
<td>Undergraduate Major courses</td>
<td>$20</td>
<td>$0</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>Communication Disorders</td>
<td>CD courses (not 600 level)</td>
<td>$0</td>
<td>$20</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>Communication Disorders</td>
<td>CD 600 level courses</td>
<td>$0</td>
<td>$30</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>Nursing</td>
<td>NC and NS 600 level courses</td>
<td>$0</td>
<td>$30</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Mass Media</td>
<td>MC courses</td>
<td>$0</td>
<td>$20</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Computer Science</td>
<td>CS and CY 600 level courses</td>
<td>$0</td>
<td>$30</td>
</tr>
</tbody>
</table>

Fees highlighted in blue are current fees proposed to be eliminated.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Description</th>
<th>Cost per SCH FY15</th>
<th>Cost per SCH FY16</th>
<th>Cost per SCH FY17</th>
<th>3 Year Cost</th>
<th>% Personnel Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC</td>
<td>Music</td>
<td>330</td>
<td>332</td>
<td>324</td>
<td>329</td>
<td>89.99%</td>
</tr>
<tr>
<td>NRSN</td>
<td>Nursing</td>
<td>318</td>
<td>327</td>
<td>289</td>
<td>311</td>
<td>90.83%</td>
</tr>
<tr>
<td>THEA</td>
<td>Theatre and Dance</td>
<td>246</td>
<td>299</td>
<td>344</td>
<td>296</td>
<td>75.68%</td>
</tr>
<tr>
<td>CMDO</td>
<td>Communication Disorders</td>
<td>278</td>
<td>257</td>
<td>282</td>
<td>272</td>
<td>86.63%</td>
</tr>
<tr>
<td>MSCM</td>
<td>Mass Media</td>
<td>217</td>
<td>249</td>
<td>248</td>
<td>238</td>
<td>82.62%</td>
</tr>
<tr>
<td>MK</td>
<td>Marketing</td>
<td>200</td>
<td>234</td>
<td>213</td>
<td>216</td>
<td>94.70%</td>
</tr>
<tr>
<td>FINC</td>
<td>Finance</td>
<td>215</td>
<td>193</td>
<td>231</td>
<td>213</td>
<td>94.47%</td>
</tr>
<tr>
<td>CPSC</td>
<td>Computer Science</td>
<td>199</td>
<td>203</td>
<td>233</td>
<td>212</td>
<td>92.26%</td>
</tr>
<tr>
<td>ACCT</td>
<td>Accounting</td>
<td>191</td>
<td>195</td>
<td>232</td>
<td>206</td>
<td>93.28%</td>
</tr>
<tr>
<td>HSPV</td>
<td>Historic Preservation</td>
<td>160</td>
<td>222</td>
<td>196</td>
<td>193</td>
<td>88.25%</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
<td>177</td>
<td>194</td>
<td>199</td>
<td>190</td>
<td>91.24%</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
<td>198</td>
<td>176</td>
<td>191</td>
<td>188</td>
<td>80.17%</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
<td>175</td>
<td>179</td>
<td>197</td>
<td>184</td>
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</tr>
<tr>
<td>IET</td>
<td>Industrial &amp; Engineering Technology</td>
<td>179</td>
<td>171</td>
<td>200</td>
<td>183</td>
<td>84.04%</td>
</tr>
<tr>
<td>MSED</td>
<td>Middle Secondary Edu</td>
<td>169</td>
<td>189</td>
<td>186</td>
<td>181</td>
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</tr>
<tr>
<td>MG</td>
<td>Management</td>
<td>166</td>
<td>172</td>
<td>169</td>
<td>169</td>
<td>94.0%</td>
</tr>
<tr>
<td>FL</td>
<td>Foreign Language</td>
<td>158</td>
<td>166</td>
<td>163</td>
<td>162</td>
<td>90.49%</td>
</tr>
<tr>
<td>ELED</td>
<td>Elementary Education</td>
<td>153</td>
<td>178</td>
<td>153</td>
<td>161</td>
<td>82.48%</td>
</tr>
<tr>
<td>AG</td>
<td>Agriculture</td>
<td>158</td>
<td>162</td>
<td>158</td>
<td>159</td>
<td>82.04%</td>
</tr>
<tr>
<td>SPMG</td>
<td>Sport Management</td>
<td>135</td>
<td>144</td>
<td>157</td>
<td>145</td>
<td>94.28%</td>
</tr>
<tr>
<td>HESM</td>
<td>Fashion Merchandising</td>
<td>139</td>
<td>171</td>
<td>125</td>
<td>145</td>
<td>95.09%</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
<td>131</td>
<td>139</td>
<td>151</td>
<td>140</td>
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<tr>
<td>BIOL</td>
<td>Biology</td>
<td>145</td>
<td>162</td>
<td>114</td>
<td>140</td>
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</tr>
<tr>
<td>HSPM</td>
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<td>103</td>
<td>174</td>
<td>139</td>
<td>139</td>
<td>91.94%</td>
</tr>
<tr>
<td>SOWK</td>
<td>Social Work</td>
<td>124</td>
<td>154</td>
<td>127</td>
<td>135</td>
<td>87.09%</td>
</tr>
<tr>
<td>ATHL</td>
<td>Athletic Training</td>
<td>127</td>
<td>125</td>
<td>147</td>
<td>133</td>
<td>92.36%</td>
</tr>
<tr>
<td>REC</td>
<td>Recreation</td>
<td>135</td>
<td>122</td>
<td>121</td>
<td>126</td>
<td>90.83%</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
<td>111</td>
<td>123</td>
<td>144</td>
<td>126</td>
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<tr>
<td>HIST</td>
<td>History, Social Studies Edu</td>
<td>130</td>
<td>126</td>
<td>122</td>
<td>126</td>
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<tr>
<td>HPHM</td>
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<td>112</td>
<td>120</td>
<td>145</td>
<td>126</td>
<td>93.34%</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology</td>
<td>119</td>
<td>134</td>
<td>121</td>
<td>125</td>
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</tr>
<tr>
<td>PEED</td>
<td>Physical Education</td>
<td>129</td>
<td>134</td>
<td>109</td>
<td>124</td>
<td>93.23%</td>
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<tr>
<td>CCFS</td>
<td>Child and Family</td>
<td>170</td>
<td>177</td>
<td>119</td>
<td>122</td>
<td>94.22%</td>
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<tr>
<td>CJCO</td>
<td>Criminal Justice</td>
<td>116</td>
<td>113</td>
<td>136</td>
<td>122</td>
<td>89.42%</td>
</tr>
<tr>
<td>PYCH</td>
<td>Psychology</td>
<td>110</td>
<td>114</td>
<td>133</td>
<td>119</td>
<td>91.57%</td>
</tr>
<tr>
<td>CSCC</td>
<td>Communication Studies</td>
<td>116</td>
<td>113</td>
<td>125</td>
<td>118</td>
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</tr>
<tr>
<td>EN</td>
<td>English Writing and Lit</td>
<td>104</td>
<td>107</td>
<td>116</td>
<td>109</td>
<td>93.6%</td>
</tr>
<tr>
<td>SDPM</td>
<td>Dietetics</td>
<td>103</td>
<td>107</td>
<td>115</td>
<td>108</td>
<td>93.36%</td>
</tr>
<tr>
<td>POLS</td>
<td>Political Science</td>
<td>94</td>
<td>102</td>
<td>113</td>
<td>103</td>
<td>90.24%</td>
</tr>
<tr>
<td>ECED</td>
<td>Early Childhood Education</td>
<td>53</td>
<td>66</td>
<td>86</td>
<td>68</td>
<td>81.42%</td>
</tr>
</tbody>
</table>

University Average: 167

*Highlighted programs have an existing high cost program fee.
# High Cost Program Fee
Potential Changes to Revenues

**Current Budgeted Revenues:** $477,127

## Current Program Fees:

<table>
<thead>
<tr>
<th>Program</th>
<th>Current Fee</th>
<th>Average SCH</th>
<th>AY17 Revenue Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>20</td>
<td>1,440</td>
<td>28,452</td>
</tr>
<tr>
<td>Nursing - UG</td>
<td>20</td>
<td>4,438</td>
<td>92,778</td>
</tr>
<tr>
<td>Theatre and Dance</td>
<td>20</td>
<td>3,740</td>
<td>68,012</td>
</tr>
<tr>
<td>Business Core</td>
<td>20</td>
<td>10,160</td>
<td>221,982</td>
</tr>
<tr>
<td>Computer Science</td>
<td>20</td>
<td>3,300</td>
<td>66,978</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>20</td>
<td>400</td>
<td>4,900</td>
</tr>
</tbody>
</table>

**Total Revenue:** $483,102

## Proposed Program Fees:

<table>
<thead>
<tr>
<th>Program</th>
<th>Proposed Fee</th>
<th>Average SCH</th>
<th>Estimated Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>20</td>
<td>1,440</td>
<td>28,800</td>
</tr>
<tr>
<td>Nursing - UG</td>
<td>20</td>
<td>4,435</td>
<td>88,700</td>
</tr>
<tr>
<td>Nursing - GR</td>
<td>30</td>
<td>415</td>
<td>12,450</td>
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<tr>
<td>Theatre and Dance</td>
<td>20</td>
<td>3,740</td>
<td>74,800</td>
</tr>
<tr>
<td>Communication Disorders - UG</td>
<td>20</td>
<td>1,510</td>
<td>30,200</td>
</tr>
<tr>
<td>Communication Disorders - GR</td>
<td>30</td>
<td>750</td>
<td>22,500</td>
</tr>
<tr>
<td>Business - Core</td>
<td>20</td>
<td>10,160</td>
<td>203,200</td>
</tr>
<tr>
<td>MBA - Core</td>
<td>30</td>
<td>1,140</td>
<td>34,200</td>
</tr>
<tr>
<td>Mass Media</td>
<td>20</td>
<td>3,060</td>
<td>61,200</td>
</tr>
<tr>
<td>Computer Science - UG</td>
<td>20</td>
<td>3,620</td>
<td>72,400</td>
</tr>
<tr>
<td>Computer Science - GR</td>
<td>30</td>
<td>60</td>
<td>1,800</td>
</tr>
</tbody>
</table>

**Total Estimated Revenue:** $630,250

**Total Estimated Additional Revenues:** $153,123
# PROGRAM AND COURSE FEE PROPOSALS

Follett Electronic Course Material Fees

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Courses</th>
<th>Current Fee</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Accounting</td>
<td>Introduction to Microcomputer Applications (AD 101)</td>
<td>$99</td>
<td>$100</td>
</tr>
<tr>
<td>Business</td>
<td>Accounting</td>
<td>Business Statistics I (QM257)</td>
<td>$80</td>
<td>$83</td>
</tr>
<tr>
<td>Business</td>
<td>Accounting</td>
<td>Principles of Accounting I (AC221)</td>
<td>$45</td>
<td>$48</td>
</tr>
<tr>
<td>Business</td>
<td>Accounting</td>
<td>Principles of Accounting II (AC222)</td>
<td>$45</td>
<td>$48</td>
</tr>
<tr>
<td>Business</td>
<td>Management &amp; Marketing</td>
<td>Advertising and Promotion (MK343)</td>
<td>$26.75</td>
<td>$0</td>
</tr>
<tr>
<td>Business</td>
<td>Management &amp; Marketing</td>
<td>Business Communications (MG252)</td>
<td>$75</td>
<td>$70</td>
</tr>
<tr>
<td>Business</td>
<td>Management &amp; Marketing</td>
<td>Professionalism (BA452)</td>
<td>$43</td>
<td>$49</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>English</td>
<td>Introduction to Composition (EN99)</td>
<td>$47</td>
<td>$0</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>English</td>
<td>Basic Composition ESL (TL110)</td>
<td>$47</td>
<td>$0</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Modern Languages,</td>
<td>Spanish Language &amp; Culture I (SN100), Spanish Language &amp;</td>
<td>$60</td>
<td>$55</td>
</tr>
<tr>
<td></td>
<td>Anthropology &amp; Geography</td>
<td>Culture II (SN120), Spanish Language &amp; Culture III (SN200)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Music</td>
<td>Music: An Artistic Expression (MU182)</td>
<td>$125</td>
<td>$107</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Chemistry</td>
<td>Chemistry in Our World (CH180)</td>
<td>$73</td>
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</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Chemistry</td>
<td>Basic Principles of Chemistry (CH181)</td>
<td>$73</td>
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</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Intermediate Algebra (MA106)</td>
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<td>$0</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>College Algebra (MA134)</td>
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<td>$0</td>
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<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Concepts of Math (MA218)</td>
<td>$125</td>
<td>$0</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Chemistry</td>
<td>Foundations in Inorganic Chemistry (CH186)</td>
<td>$143</td>
<td>$70</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Prealculus Review (MA111)</td>
<td>$0</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Note: Effective Sum '18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Basic Math Skills (MA050)</td>
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<td>$25</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Prealculus A Integrated Review (MA115)</td>
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</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Prealculus A (MA116)</td>
<td>$0</td>
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</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Prealculus B (MA117)</td>
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<td>$25</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Math Reasoning &amp; Modeling (MA123)</td>
<td>$125</td>
<td>$25</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Numbers &amp; Operations Educators (MA128)</td>
<td>$125</td>
<td>$25</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Prealculus (MA137)</td>
<td>$0</td>
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</tr>
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<td>Mathematics</td>
<td>Statistical Reasoning (MA155)</td>
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<td>$25</td>
</tr>
<tr>
<td>Science, Tech &amp; Ag</td>
<td>Mathematics</td>
<td>Geometry &amp; Measure Educators (MA228 formerly MA418)</td>
<td>$66</td>
<td>$25</td>
</tr>
</tbody>
</table>

Fees highlighted in blue are current fees proposed to be eliminated.
I. Motion to be Considered:

Approve the proposed Tuition and Fee Schedule (Attachment 4) including tuition for the Cape campus, regional campuses and online degree programs, effective for Fall 2018.

II. Background:

The University has a standing Budget Review Committee (BRC) that meets annually to recommend a general operating budget to the President for the following fiscal year. This committee has representation from all employee groups and divisions, including Student Government. The committee considers tuition and fee revenue needed, along with other potential revenue sources, to meet identified budget needs.

Attachment 1 outlines an anticipated budget need of $6.3 million for FY19. This is based on an 7.7% reduction in state appropriations from FY18 funding levels after one-time withholdings and $1.16 million of costs to continue operations including mandatory increased retirement contributions and benefit costs. For the second consecutive year, the BRC and President do not recommend salary increases for FY19 due to budget constraints.

A total of $890,000 in net revenue increases for FY19 have been identified to help meet this budget need. In addition to tuition increases, these revenues include $271,000 in increased overhead contribution from auxiliary operations and $276,000 from proposed increases to the web course fee and high cost program fees.

The University has also committed $5.44 million in expense reductions to meet the FY19 budget need. At this time, these reductions include the elimination of 22 vacant and filled staff positions (in addition to 23.5 eliminated to balance the FY18 budget), the elimination of instruction at the Malden campus, continued restructuring of departments in all divisions, and reduced salary and benefit costs from replacing retired faculty vacancies.

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:  
The University did have to consider tuition increases as part of the need to balance the FY19 budget. In accordance with Senate Bill 389, Southeast Missouri State University may only increase tuition charged to residential undergraduate students by the amount of the annual percentage increase in the consumer price index (CPI). For fiscal year 2018-19 the allowable increase for Southeast is 2.1%, or $4.95 per credit hour, and BRC and Student Government endorse an increase at this level. However, based on current considerations in the state legislative budget process which would reduce state appropriation cuts for higher education from the Governor’s proposal, we recommend the Board approve the allowable 2.1% CPI increase but waive 1.1% of the increase so tuition assessed to resident undergraduate students only increases by 1%. Should the final higher education budget approved by the Governor include a reduction in state appropriations, the Board grants the President authority to assess tuition on resident undergraduate students up to the 2.1% allowable CPI increase.

During this year’s budget planning period, Student Government worked with University administration to evaluate critical needs of the University in addition to funds needed to replace proposed state appropriation reductions and balance the general operating budget. These needs include additional resources for the maintenance and repair of University buildings and grounds, investment in the information technology infrastructure, and student health and wellness services. The University has existing general fees which help support these initiatives, but current fee levels do not generate the annual revenue to meet current needs.

Student Government recommended a phased increase to general fees totaling $7.40 between FY19 and FY21 (Attachment 2); $3.90 per credit hour to the Maintenance & Repair fee, $2.80 per credit hour to the Information Technology fee and $1.10 to the Student Health/Wellness fee. In addition, Student Government endorsed reducing the Student Special Events fee by $0.40 per credit hour and reallocating to the Information Technology fee. The reduction in the Student Special Events fee is based on reevaluation of expenditures on the Speaker Series. The recommended increase to general fees realized by students after this reallocation would be $5.40 per credit hour in FY19 (Attachment 3), $1.00 per credit hour in FY20 and FY21.

Based on these recommendations, the total tuition and fees charged to residential undergraduate students would be $247.25 per credit hour for the Fall 2018 semester. Nonresidential undergraduate and graduate tuition rates would increase by CPI and realize the proposed general fee increase (Attachment 4). Web tuition, applicable to students in an online degree program, would increase by the same percentage as nonresident undergraduate students. It is also proposed to increase tuition and general fees on lower division courses at the regional campuses by $5.00 per credit hour for a total rate of $175.00 per credit hour, which is consistent with community college rates in the area. These tuition recommendations would net approximately $750,000 of revenue in the FY19 budget.
The Board did approve increasing tuition in previous years by the allowable change in the CPI; however, the full amount of these increases 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. The University would waive $11.60 per credit hour of residential undergraduate tuition in FY19 if the Board approves the BRC and Student Government recommendation.
<table>
<thead>
<tr>
<th>PREVIOUS YEARS UNMET NEED(SURPLUS)</th>
<th>1,802,954</th>
<th>1,802,954</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTIMATED COSTS OF CONTINUING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipated Reduction in State Appropriations - 10%</td>
<td>3,365,842</td>
<td>3,365,842</td>
</tr>
<tr>
<td>Rent and Utilities Increase</td>
<td>84,264</td>
<td>84,264</td>
</tr>
<tr>
<td>Mosers Increase - 0.76%</td>
<td>258,406</td>
<td>258,406</td>
</tr>
<tr>
<td>Benefits Increase</td>
<td>571,565</td>
<td>57,565</td>
</tr>
<tr>
<td>Faculty Promotion Pool (4-Year Rolling Ave)</td>
<td>206,714</td>
<td>206,714</td>
</tr>
<tr>
<td>Housing Scholarship Budget Adjustment - 2%</td>
<td>39,200</td>
<td>39,200</td>
</tr>
<tr>
<td>SUBTOTAL COSTS OF CONTINUING</td>
<td>4,525,991</td>
<td>4,525,991</td>
</tr>
<tr>
<td>DIVISION REQUESTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL DIVISION REQUESTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPENSATION REQUESTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL COMPENSATION REQUESTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL FISCAL YEAR KNOWN AND ANTICIPATED NEEDS</td>
<td>6,328,945</td>
<td>6,328,945</td>
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<tr>
<td>REVENUE ENHANCEMENTS</td>
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<td></td>
</tr>
<tr>
<td>Auxiliary Operations Overhead Adjustments</td>
<td>271,000</td>
<td>27,000</td>
</tr>
<tr>
<td>Additional High Cost Program Fees</td>
<td>153,123</td>
<td>153,123</td>
</tr>
<tr>
<td>Web Fees - $5.50 per Credit Hour</td>
<td>123,200</td>
<td>123,200</td>
</tr>
<tr>
<td>Increased Retention Tuition - 1% Annually</td>
<td>74,208</td>
<td>74,208</td>
</tr>
<tr>
<td>Net Tuition Increase - CPI 2.1% ($4.95)</td>
<td>1,065,919</td>
<td>1,065,919</td>
</tr>
<tr>
<td>Lower Level Tuition Increase (Regional Campuses) - $5.00</td>
<td>78,000</td>
<td>78,000</td>
</tr>
<tr>
<td>Online Tuition Increase Above CPI - $5.50</td>
<td>46,260</td>
<td>46,260</td>
</tr>
<tr>
<td>Dual Credit Tuition Increase - S10</td>
<td>55,680</td>
<td>55,680</td>
</tr>
<tr>
<td>Net Tuition Loss Due to Decreased Enrollments</td>
<td>(977,331)</td>
<td>(977,331)</td>
</tr>
<tr>
<td>SUBTOTAL REVENUE ENHANCEMENTS</td>
<td>890,059</td>
<td>890,059</td>
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<tr>
<td>EXPENSE REDUCTIONS</td>
<td></td>
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<tr>
<td>Scholarship Adjustments</td>
<td></td>
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<tr>
<td>Eliminate Governor's Scholarship for Non Missouri Residents</td>
<td>74,325</td>
<td>74,325</td>
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<tr>
<td>Eliminate MO Income Tax Credit</td>
<td>15,000</td>
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<tr>
<td>Eliminate Jack Buck Scholar - Leadership Program</td>
<td>14,450</td>
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<td>Benefits</td>
<td></td>
<td></td>
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<tr>
<td>Revised Benefit Adjustment (Health Insurance, Tuition Reimbursement, Cafeteria Plan - $250)</td>
<td>272,810</td>
<td>272,810</td>
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<tr>
<td>Personnel</td>
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<tr>
<td>Anticipated Replacement Savings - Faculty and Staff</td>
<td>661,517</td>
<td>661,517</td>
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<td>FY19 Instructional Costs</td>
<td>275,000</td>
<td>275,000</td>
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<tr>
<td>4 Month Mandatory- Hiring Delay (One Time Funds)</td>
<td>981,265</td>
<td>981,265</td>
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<tr>
<td>President's Area (Eliminate 1 additional vacant staff position)</td>
<td>88,805</td>
<td>88,805</td>
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<tr>
<td>Academic Affairs</td>
<td>307,216</td>
<td>307,216</td>
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<tr>
<td>Advancement</td>
<td>67,848</td>
<td>67,848</td>
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<tr>
<td>Finance &amp; Administration (Eliminate 3 additional vacant staff positions)</td>
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<td>480,705</td>
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<tr>
<td>Enrollment Management &amp; Student Success (1 additional filled and 1 additional vacant position)</td>
<td>230,024</td>
<td>230,024</td>
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<td>Division Operating Budgets</td>
<td></td>
<td></td>
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<tr>
<td>FY19 - President's Area Future Review &amp; Restructuring</td>
<td>50,984</td>
<td>50,984</td>
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<td>Academic Affairs</td>
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<td>Finance &amp; Administration</td>
<td>62,327</td>
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<td>FY19 - Finance &amp; Administration Future Review &amp; Restructuring</td>
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<td>Enrollment Management &amp; Student Success</td>
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<td>124,268</td>
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<td>FY19 - Enrollment Mgmt &amp; Student Success Future Review &amp; Restructuring</td>
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<td>FY19 - Advancement Future Review &amp; Restructuring</td>
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<td>Intercollegiate Athletics</td>
<td>105,000</td>
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<td>FY19 - Intercollegiate Athletics Future Review &amp; Restructuring</td>
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<td>219,583</td>
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<tr>
<td>SUBTOTAL EXPENSE REDUCTIONS</td>
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<tr>
<td>TOTAL FISCAL YEAR REV ENHANCEMENTS AND EXP REDUCTIONS</td>
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<td>6,328,945</td>
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<tr>
<td>REMAINING NEED(SURPLUS) TO BE CARRIED TO NEXT FY</td>
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</table>
STUDENT GOVERNMENT

RESOLUTION

SOUTHEAST MISSOURI STATE UNIVERSITY
STUDENT GOVERNMENT

RESOLUTION

NO. _18_20_H

SPONSOR (S): Insley Smith, Justin Jacobs, Eli Bohnert, Karma Alvey

RESOLUTION BODY

WHEREAS The Student Senate of Southeast Missouri State University serves as the representative body for the students;

WHEREAS The Student Senate believes it is important to allocate resources to the improvement of Maintenance and Repair, update and improve Information Technology, and assist with Student Wellness;

WHEREAS The Student Senate believes that raising the general fee to accomplish these goals is necessary;

WHEREAS The Student Senate requests an annual presentation be given to the Student Senate from the administration on improvements made within Maintenance and Repair, Information Technology, and Student Wellness;

WHEREAS The Maintenance and Repair student fee will be raised by $1.90 per credit hour in FY19, $1.00 per credit hour in FY20, and, finally, $1.00 per credit hour in FY21. The funds will be directed towards the payment of debt service to repay bonds issued to complete renovations on Academic Hall, Magill Hall, Rhodes Hall, and the Power Plant.

WHEREAS A new Information Technology general fee will be created. This fee will be set at a non-compounding $2.80 per credit hour for FY19, FY20, and FY21. The funds will be directed towards the security camera and stanchion upgrades, network (wireless) upgrades, server upgrades, and Banner software costs;

WHEREAS The Student Senate shall reallocate $0.40 per credit hour from the Student Special Events fee to go towards the Information Technology general fee.

WHEREAS The Student Wellness fee will be raised by $1.10 per credit hour in FY19. This non-compounding amount will be sustained through FY20 and FY21. The funds will be allocated to provide student wellness and mental health resources for students, including hiring additional counselors (excluding graduate assistants and those in pursuit of their certification) to meet the demand, and to improve the learning opportunities of students utilizing Disability Services;
STUDENT GOVERNMENT

RESOLUTION

THEREFORE BE IT RESOLVED The Student Senate is requesting a $5.40 per credit hour increase for FY19, an additional $1.00 per credit hour increase for FY20, and an additional $1.00 per credit hour increase for FY21.

<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
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</thead>
<tbody>
<tr>
<td>Maintenance &amp; Repair Fee Increase</td>
<td>$1.90</td>
<td>$1.00</td>
<td>$1.00</td>
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<tr>
<td>Information Technology Fee Increase</td>
<td>$2.80</td>
<td>(no change)</td>
<td>(no change)</td>
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<tr>
<td>Student Health Fee Increase</td>
<td>$1.10</td>
<td>(no change)</td>
<td>(no change)</td>
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<td>Total Fee Increase per Year</td>
<td>$5.80</td>
<td>$1.00</td>
<td>$1.00</td>
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<tr>
<td>Total Fee Before Reallocation</td>
<td>$5.80</td>
<td>$6.80</td>
<td>$7.80</td>
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<tr>
<td>Reallocated Funds from Student Special Events Fee</td>
<td>($0.40)</td>
<td>($0.40)</td>
<td>($0.40)</td>
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<tr>
<td>Total Fee After Reallocation</td>
<td>$5.40</td>
<td>$6.40</td>
<td>$7.40</td>
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<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
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<tbody>
<tr>
<td>Current General Fee</td>
<td>33.40</td>
<td>33.40</td>
<td>33.40</td>
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<tr>
<td>PLUS Total Fee After Reallocation</td>
<td>5.40</td>
<td>6.40</td>
<td>7.40</td>
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<tr>
<td>TOTAL General Fee</td>
<td>38.80</td>
<td>39.80</td>
<td>40.80</td>
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</table>

VOTE ☑ PASS ☐ TABLE ☐

VETOED ☑ PASSED ☑

**Senator:** [Signature] 3/19/18

**Senate President:** [Signature] 3/19/18
## SUMMARY OF APPROVED TUITION AND GENERAL FEES
### UNDERGRADUATE RESIDENT

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th></th>
<th>Fall 2018</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Approved</td>
<td>Approved but</td>
<td>Total</td>
<td>BRC</td>
<td>Total</td>
<td>Recommend</td>
<td>Recommend</td>
<td>Total</td>
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<tr>
<td></td>
<td>and Assessed</td>
<td>Not Assessed</td>
<td>Approved</td>
<td>Recommend</td>
<td>Approve</td>
<td>Fee Waiver</td>
<td>Approve</td>
<td>Fee Waiver</td>
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<tr>
<td>CURRENT TUITION (per credit hour):</td>
<td>$206.10</td>
<td>$9.00</td>
<td>$215.10</td>
<td>$4.95</td>
<td>$220.05</td>
<td>$(11.60)</td>
<td>$208.45</td>
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<tr>
<td>CURRENT GENERAL STUDENT FEES (per credit hour):</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>
<td>1.00</td>
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<tr>
<td>Cultural Arts Fee</td>
<td>1.00</td>
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<td>1.00</td>
<td>1.00</td>
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<td>1.00</td>
<td>1.00</td>
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<tr>
<td>Maintenance &amp; Repair Fee</td>
<td>11.00</td>
<td>11.00</td>
<td>1.90</td>
<td>12.90</td>
<td>12.90</td>
<td>12.90</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>
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<td>5.25</td>
<td>5.25</td>
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<tr>
<td>Aquatic Center Fee</td>
<td>4.55</td>
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<tr>
<td>Student Activity Fee</td>
<td>1.52</td>
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<td>1.52</td>
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<tr>
<td>Student Health/Wellness Fee</td>
<td>0.45</td>
<td>0.45</td>
<td>1.10</td>
<td>1.55</td>
<td>1.55</td>
<td>1.55</td>
<td>1.55</td>
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<tr>
<td>Student Athletic Fee</td>
<td>5.13</td>
<td>5.13</td>
<td>5.13</td>
<td>5.13</td>
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<td>5.13</td>
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<tr>
<td>Student Special Event Fee</td>
<td>1.00</td>
<td>1.00</td>
<td>(0.40)</td>
<td>0.60</td>
<td>0.60</td>
<td>0.60</td>
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<tr>
<td>Student Computing Fee</td>
<td>3.50</td>
<td>3.50</td>
<td>2.80</td>
<td>6.30</td>
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<tr>
<td>TOTAL GENERAL STUDENT FEES</td>
<td>$33.40</td>
<td>$ -</td>
<td>$33.40</td>
<td>$5.40</td>
<td>$38.80</td>
<td>$ -</td>
<td>$38.80</td>
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<tr>
<td>TOTAL TUITION AND GENERAL STUDENT FEES</td>
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<td>$9.00</td>
<td>$248.50</td>
<td>$10.35</td>
<td>$258.85</td>
<td>$(11.60)</td>
<td>$247.25</td>
<td></td>
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</table>

Notes:
1. Student Government passed a resolution on March 19, 2018 which reallocated $0.40 of the Student Special Event Fee to the Information Technology Fee. Additionally, the resolution included an increase of $5.40 in the general fee to be allocated to Maintenance & Repair, Information Technology, and Student Health/Wellness.
### SUMMARY OF PROPOSED TUITION AND GENERAL FEES

**EFFECTIVE FALL 2018 SEMESTER**  
Based on CPI Increase of 1%

<table>
<thead>
<tr>
<th></th>
<th>UNDERGRADUATE</th>
<th></th>
<th>GRADUATE&lt;sup&gt;1&lt;/sup&gt;</th>
<th></th>
<th>REGIONAL CAMPAUNES&lt;sup&gt;2&lt;/sup&gt;</th>
<th>LOWER DIVISION COURSES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>RESIDENT</td>
<td>NON-RESIDENT</td>
<td>WEB</td>
<td>RESIDENT</td>
<td>NON-RESIDENT</td>
<td>WEB</td>
</tr>
<tr>
<td><strong>CURRENT FEES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CURRENT TUITION (per credit hour):</td>
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<td>$390.60</td>
<td>$272.25</td>
<td>$270.35</td>
<td>$504.35</td>
<td>$334.00</td>
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<tr>
<td>CURRENT GENERAL STUDENT FEE</td>
<td>33.40</td>
<td>33.40</td>
<td>-</td>
<td>33.40</td>
<td>33.40</td>
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<tr>
<td>TOTAL CURRENT TUITION &amp; GENERAL FEES</td>
<td>$248.50</td>
<td>$424.00</td>
<td>$272.25</td>
<td>$303.75</td>
<td>$537.75</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Less Applied General Fee Waiver</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL CURRENT TUITION &amp; GENERAL STUDENT FEE REALIZED BY STUDENTS</td>
<td>$239.50</td>
<td>$424.00</td>
<td>$272.25</td>
<td>$303.75</td>
<td>$537.75</td>
<td>$334.00</td>
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### PROPOSED FEES INCREASE

<table>
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<tr>
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<th>GRADUATE&lt;sup&gt;1&lt;/sup&gt;</th>
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<th>REGIONAL CAMPAUNES&lt;sup&gt;2&lt;/sup&gt;</th>
<th>LOWER DIVISION COURSES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>RESIDENT</td>
<td>NON-RESIDENT</td>
<td>WEB</td>
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<td>PROPOSED TUITION INCREASE</td>
<td>$4.95</td>
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<td>PROPOSED GENERAL FEE INCREASE</td>
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<td>TOTAL PROPOSED TUITION AND GENERAL STUDENT FEE</td>
<td>$258.85</td>
<td>$438.50</td>
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<td>Less Applied Tuition Fee Waiver&lt;sup&gt;4&lt;/sup&gt;</td>
<td>(11.60)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL PROPOSED TUITION AND GENERAL STUDENT FEE REALIZED BY STUDENTS</td>
<td>$247.25</td>
<td>$438.50</td>
<td>$284.00</td>
<td>$315.50</td>
<td>$555.00</td>
<td>$347.25</td>
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<tr>
<td>TOTAL INCREASE IN FEES REALIZED BY STUDENTS</td>
<td>$7.75</td>
<td>$14.50</td>
<td>$11.75</td>
<td>$11.75</td>
<td>$17.25</td>
<td>$13.25</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 Kennett, Poplar Bluff, and Sikeston campuses are the same as Cape campus fees.
3. General fee at south regional campuses are for technology and maintenance & repair costs.
4. Fees previously approved but not assessed.
I. **Motion to be Considered:**

Approve the conferring of degrees upon the candidates for Spring 2018 and Summer 2018. Graduation pending final verification of degree requirement completion.

II. **Background:**

Pursuant to 174.160.1 RSMo. the Board of Regents is empowered to confer upon students, by diploma under the common seal, such degrees as are usually granted by the University.

Consistent with past approval of conferring of degrees for Spring and Summer graduates, the University does not hold a commencement in the summer. Therefore, a request to approve summer graduates is included contingent on confirmation and verification of degree requirement completion.

The breakdown for Spring and Summer graduates is as follows:

- Total degrees granted: 1,444
  - Undergraduate: 1,112
  - Masters: 306
  - Specialist: 26
- Academic Distinction: 5
- Cooperative Doctoral: 1
- Jane Stephens Honors Program: 42
- Associate Degrees: 5
- Cum Laude: 187
- Magna Cum Laude: 110
- Summa Cum Laude: 91
- Undergraduates with 4.0 Grade Point Average: 29

---

**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, Enroll. Man. &amp; Stu. Suc.</td>
<td>Provost</td>
</tr>
<tr>
<td>VP, Finance &amp; Admin.</td>
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<tr>
<td>VP, University Advancement</td>
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</table>

**Board Action on:**

| Motion By: | Postpone: |
| Second By: | Amend:    |
| Vote:      | Disapprove: |
|           | Approve:   |
|           | Secretary: |
### BACHELOR OF SCIENCE

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<th>Major</th>
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<tr>
<td>Lauren N. Bert</td>
<td>Mackenzie A. Hooling</td>
</tr>
<tr>
<td>Brandt N. Bien</td>
<td>Cody M. House</td>
</tr>
<tr>
<td>Donald R. Bethmann III</td>
<td>Austin W. Hughes</td>
</tr>
<tr>
<td>Kelli R. Bouknetz*</td>
<td>Rebecca M. Hurt</td>
</tr>
<tr>
<td>Desiree Brown</td>
<td>Bradley A. Jones</td>
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<tr>
<td>Shaun R. Brown</td>
<td>Trevor P. Juenger</td>
</tr>
<tr>
<td>Derek C. Calens</td>
<td>Mohd I. Khan</td>
</tr>
<tr>
<td>Judith A. Carter</td>
<td>Joshua D. Kinzer</td>
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<tr>
<td>Clay A. Chaudler</td>
<td>Nicholas J. Klein</td>
</tr>
<tr>
<td>Qiyuan Chen</td>
<td>Leslie A. Koepke</td>
</tr>
<tr>
<td>Emily K. Clark</td>
<td>Jeanette Lawson</td>
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<tr>
<td>Kaelen L. Clay</td>
<td>Michelle Lee</td>
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<tr>
<td>Brooks D. Colbert</td>
<td>Andrew P. Lowandowski</td>
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<tr>
<td>Ryan L. Cokewe</td>
<td>Guanlin Li</td>
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<tr>
<td>Randy D. Cook</td>
<td>Jiansong Li</td>
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<tr>
<td>Jean M. Culbertson</td>
<td>Mante Li</td>
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<tr>
<td>Shay Darga</td>
<td>Sage A. Lintner</td>
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<tr>
<td>Cody DeBrook</td>
<td>Shilong Liu</td>
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<tr>
<td>Toshering Dena</td>
<td>Rebecca M. Lowes</td>
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<tr>
<td>Marissa N. Cetlers</td>
<td>Wesley P. Lukasik</td>
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<tr>
<td>Patrick C. Dition</td>
<td>Hoshana Mahajan</td>
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<td>Noah D. Dillow</td>
<td>Timothy Malone</td>
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<td>Mackenzie N. Douglas</td>
<td>Matthew R. McClane</td>
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<tr>
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<td>Richard M. McKay Jr</td>
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<td>Michelle C. Meyer</td>
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<tr>
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<td>Amanda N. Mullen</td>
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Jordan A. Cukar
Bradley J. Daniel
Dillon T. Davis
Nadia Davis
Kerli L. Dennia
Seth S. Darrington
Jamie D. DeSpain
Jeenu Dhungana
Lindsey N. Diamond
Derek A. Dittlinger
Carli L. Dowson
Noah P. Drone
Kelsey A. Duncan
Alexander N. Dunn
John A. Durham
Erin E. Eldemorff
Alessio A. Engelhart
Pulina C. Epaarachchi
Stephen A. Ernst
Esteven P. Espinosa
Tebra L. Essner
Jesse Evans
Tyler A. Falcat
Trestan T. Farrell
Kaitlyn R. Flish
Austin L. Flam
Sabrina J. Flohr
Emily J. Flores
Lucy K. Freitag *
Emily R. Fuhrer
Jonathan C. Fulling
Jenna M. Gillette
Christopher J. Gilliland
Curtis R. Gilliland
Jayanga M. Godama-Vithana
Adam B. Goforth
Alexis J. Graham
Cody W. Grainger
Kayla R. Gutierrez
Allison M. Haake
Michael C. Haas
Brittany S. Hadj Romdhane
Shannon L. Hann
Ashley M. Hanson
Gregory J. Happgood
Joelle N. Harns
Hailey L. Harper
Brandon J. Hathaway
Matthew D. Hawkins
Xiaoyu He
Michaela J. Heaton
Robert M. Hendrix
Bryton J. Herdes
Jacob N. Hill
Myrono K. Hill
Mckenzie L. Hillis
Steven R. Hillis
John R. Hoefner
Sydney L. Hulst
Emma M. Hoover
Garret K. Horner
Jesse R. Hocket
Kelsey J. Ihns
Irenar Iriguchi
Kaleb R. Janett
Gary J. Johnson
Christine M. Joyce *
Andrew A. Kelley
Faiq Al Khan
Hunter J. Kim
Danielle R. Kirsch *
David W. Kipps
Jacob R. Koren
Jacob Q. Krohn
Chad R. Kurowski
Mahala R. Landeros
Karl T. Larson
Michelle M. Lee
Julia J. Lincicum
Wyatt N. Lix
Ashley N. Long
Michael D. Lucas
Kyle J. Luebber
Hugo S. Machida
Myiah T. Mackins
Megan M. Manzo
Nicole L. Masters *
Kevin M. Mattingly
Dakota S. Maus *
Thomas G. McCallister
Noah D. McCarter
Sarah L. McDougald
Jalilse A. McKnight
Samantha J. Mclemore
Rachel A. McNamara
Jacob A. Meadows
Austin D. Meford
Will Mertz
Kyia J. Meyers
Reid P. Milburg
Kersten J. Mixon
Lauren M. Moon
Cameron K. Moore
Mannette R. Morehouse
Jogendith C. Mudochar
Adisynne R. Neumeier
Alexia A. New
Rachel G. Nixon
Michael A. Nowood
Louis G. Olandorff
Heath C. Parkinson
Bothalice Isuru L. Perera
Alexander N. Pinkston
Kaiya A. Pointer
A. P. Randeya A. Amarasekera
Samuel L. Poirilie
Shayne A. Presson
Lindsey E. Probst
Geradine L. Prophete
Darby B. Pruett
Andrew P. Puchbauer
Zirou Qu
Zachary A. Raines
Raashi Ransinghe
Michael R. Randligo
Jacob R. Rankin
Charleston P. Raspberry
Jake L. Reed
Brennan R. Reeves
Ethan P. Reiker
Margot V. Rider
Robert M. Roach *
Lance J. Rohde
James D. Sanders
Ryan T. Schaper
Daniel J. Schwinger
Jessica M. Schmidt
Jacob L. Schubert
Abigail M. Scroggins *
Zachary M. Seitz
Sojan Shrestha
Dilusha B. Silva
Eric L. Simons
Chandra Shekhar Singh
Caleb A. Smith
Christopher J. Solity
Travis A. Sommerfield
Alexis N. Stacey
Annie M. Stephens
Elizabeth S. Stephens
Mallory F. Steward
Ashley N. Stuck
Nicholas A. Sturdevant
Mathuran Suriyakumaran
Tanjina Tarannum
Martha A. Taylor
Aruna C. Tennekoon
Hailey E. Thompson
Jill S. Thompson
Mia V. Thompson
Amanda R. Titus
Kanchan Tomar
Chelsea L. Teton
Benjamin T. Tremaine
Elizabeth L. Twitchell
Stacy J. Verdic
Dillon M. Versenam
Blake A. Wadlington
William A. Wadlington
Jon C. Walker
Shelby K. Walker
Abagail L. Ward
Lindsey C. Wendler
Jamesha West
John C. White
Kaitlyn N. White
William R. Wilson
Andrew S. Wolverton
John S. Wood
Shyla R. Wood
Allison K. Woodfin
Conguu Yan
Dylan W. Young
Shikder A. Zahid
Rutvi N. Zalawadi
Jalne Alberto Zarate Sada
Corey A. Zurovecwes
BACHELOR OF SCIENCE
IN EDUCATION
Brooke P. Baugher
Zachary D. Forsythe
Trever L. Glaser
Catherine E. Hise
Kyle J. O’Keere
Garrett L. Payne
Masters of
NATURAL SCIENCE
Joshua K. Abner *
Omar Abdu A. Ageely
Hashin M. Almujairi
Amanda N. Aicher
Cody J. Brazel *
Yueh Wei Chang
Sarah J. Cockrell
Kayla R. Cowan
Amy G. Cunningham
Jacob G. Ferrihole
Daniel R. Gay
Kathryn M. Hiscox *
Gary S. Kay *
Lindsey A. Lusberries
Liza Pradhananga
Mandolin N. Randall
Tyler S. Sprenger *
Masters of
SCIENCE
Fawaz Abdulllah M Alotaibi
Hemalatha Anthali
Nikitha Reddy Avula
Yogeshwar Arvuru
Liping Bai
Mounika Balic
Anchal Dimri
El Kay Khalid
Christopher N. Ellis *
Srivani Gaddam
Kishore Gajula
Arun Kumar Gujja
Cole T. Jansen *
Aarya Khanal
Ngo K. Khine
Chandrak Malikari
Mariya C. Ottosen
Santosh Kumar Palepu
Winhage S. Perera
Swapna Sri Pola Reddy
Sahithi R. Sarine
Mona C. Scalion
Annmarie R. Silva
Thoin Than Hain
Prethush Viskarioopan *
4.0 Grade Point Average
Southeast Missouri State University
Office of the Registrar
Candidates for Certificates^  
May 12, 2018

Harrison College of Business

Troy A. Harrell

College of Education

Tracie R. Beard
Kassie G. Bogolin
Anthony J. Bone
Lauren E. Buchmann
Alexandra N. Divin

Sarah E. Ellis
Karen M. Esswein
Alison J. Fasholt
Victoria E. Galkzzo *
Jasmine R. Kille *

Chloe C. Martin
Taylor M. Matil
Chasley A. Papenberg
Emily A. Wilkinson

College of Liberal Arts

Gema D. De La Rocha
Elizabeth R. Dubinovskiy
Lacey S. Weddington

College of Science, Technology & Agriculture

Bryce C. Bradley

^Candidates for certificates do not participate in commencement.
Associate's Honors

Kimberly M. Baich
Tyler A. Barks

Cum Laude

Kacee D. Cagle
Amanda M. Henson

Alexander J. Adelmund
Jose P. Alipzar
Abigail M. Alsenmeyer
Aubin E. Applewhite
Alana A. Armstrong
Ian W. Ashley
Andrey J. Akeson
Allison Ayers
Angela M. Backer
Kimberly M. Baich
Bradley R. Baker
Kelli E. Balch
Paige E. Bangle
Erin E. Barker
Tyler A. Barkas
Olivia K. Barrett
Nicole R. Barron
Jordan Bates
Brooke P. Baughner
Priscilla H. Beffa
Andrew R. Berg
Paige F. Blankenheim
Bryce A. Boontje
Alexis T. Brawner
Sidney A. Brockmeyer
Jacob M. Brooks
Parker L. Brown
Jacquelyn A. Bruno
Jonathan T. Bryant
Abigail E. Bryan
Kacee D. Cagle
Rachel M. Caldwell
Megan L. Cannovio
Ashley Cardenas
Amanda L. Carpenter
Ellen E. Carr
Judith A. Carter
Tiffani I. Castelli
Olyuan Chen
Roseanna M. Chilton
Cameron P. Clark
Madison C. Colbert
Jacqueline R. Collins
Caitlin C. Cook
Maddison L. Colwell
Abigail E. Crockett
Dillon T. Davis
Derek A. Dittlinger
Dougie
Mackenzie M. Douglas
Amy L. Dressler
Noah P. Drone
Ryan J. Duncan
Asheela F. Dunn
John A. Durham
Mallory Y. Echelmeier
Jennifer S. Emanuel
Andrew D. England
Karen M. Esswein
Alaysia N. Estes
Storn E. Estes
Taylor L. Feenie
Alexandria Ferguson
Austin L. Flamm
Richard R. Forshee
Matthew J. Frank
Alyndia R. Gillool
Stephan D. Fuldorff
Jessica M. Gang
Kaitlin M. Gant
Emily G. Garrett
Meghan A. Gerard
Christopher J. Gilliland
Susan C. Glisson
Leah M. Goodwin
Zachary L. Gottschall
Allison M. Haake
Michael C. Haas
Tara L. Hale
Ashley M. Hanson
Gregory J. Happold
Hailey L. Harper
Madeleine D. Harris
Matthew H. Hayes
Emma K. Homman
Amanda M. Henson
Jacob N. Hill
Emily P. Holloway
Adrianna A. Holt
Kaleb R. Jarrett
Alexis S. Jarvis
Kelsey J. Johnson
Patricia A. Johnson
Jessica D. Jones
Jessica N. Kincel
Jared G. Kingman
Leslie A. Koepke
Jacie Koronek
April D. Kutak
Jeanette Lawson
Kaelie E. Leythue
Ashley N. Long
Jacy N. Lukefehr
Makena C. Lukefehr
Melissa A. Lukes
Hallie N. Lynch
Gabrielle A. Marty
Noah D. McCarter
Madison G. McCracken
Casey D. McCraw
Jessica N. McEldeery
Jacob A. Meadors
Cassidy N. Melzer
David A. Mercer
Reed E. Miles
Anna E. Miller
Paige M. Mitchell
Peyton Mogley
Michael R. Mcnair
Matthew L. Moon
Cameron K. Moore
Jado M. Mortimer
Hailey J. Mouser
Sarah L. Mouser
Natalie R. Mueller
Janelle H. Myers
Sachie Nagao
Hanna L. Nelson
Kyle J. O'Keefe
Rebecca L. Ott
Heath C. Parkinson
Alyssa R. Paul
Kennedy J. Paulus
Katelynn A. Penrod
Charles M. Pitchford
Gerardine L. Prophele
Ziou Qiu
Ross T. Quinton
Zachary A. Raines
Rsahmi Ranasinghe
Ashley R. Rangel
Collin C. Rhodes
Anna C. Ricci
Emalea N. Rickhoff
Sydney N. Rodgers
Kenton A. Roeckenhaus
Elizabeth H. Roever
Hannah N. Ross
Allison R. Schanz
Ryan T. Schaper
Madeline Scherr
Daniel J. Schiwienger
Jacob L. Schrurbusch
Aloansa V. Schultz
Grace A. Schweidemann
Bhakti Seliagri
Sojan Shrestha
Nicholas E. Smentkowski
Jessica M. Southard
Taylor D. Staley
McKenra A. Stanley
Jesse C. Steele
Austin W. Stone
Dale A. Tanek
Deanna M. Tatum
Martha A. Taylor
Tana N. Tetley
Jaime N. Tomaszewski
Benjamin T. Tremain
Stacy J. Verdiich
Andrew J. Walling
Xurui Wang
Julian Watson
Scarlett D. Whitacre
Daniel J. White
Lindsey D. Wike
Emily A. Wilkinson
Oyde Williams
Heather N. Wolken
Andrew S. Wolverton
Alicson K. Woodfin

Magnus Cum Laude

Ryan Adolph
Kyle Anthony-Petter
Katherine G. Armstrong
Morgan N. Atherton
Abigail M. Bailey
Ethan T. Barr
Tracie R. Beard
Nickie A. Bishop
Bailey C. Blioe
Jessica L. Brady
Lauren N. Braun
Rachel M. Bruce
Betty J. Crenshaw
Megan E. Crosby
David B. Cruikshank
Nicholas H. Culbertson
Ryan E. Deering
Marissa N. Deters
Mitchell P. Dill
Noah D. Dillow
Alexandra N. DivIn
Melanie R. Dockins
Elizabeth A. Doherty
Diamonc A. Dyson
McKenzie M. Elam
Tebra L. Essner
Jayde N. Farmer
Emily A. Fischer
Sabrina J. Flehr
Andie M. Fox
Haley M. Froehle
Jonathan C. Fuling
Megan E. Gossling
Adam B. Goforth
Carolyn Gonzales
Brittany S. Hadji
Romdhane
Jaimeo T. Hamilton
Kacie M. Hampton
Matthew D. Hawkins
Chelsea E. Hayes
Michaels J. Heaton
Caley S. Hennemann
Bryton J. Herdes
Maureen C. Herrin
Alisabeth M. Hilker
Nicole C. Hogan
Sydney L. Holst
Emma M. Hoover
Ienari Iriuchi
Samantha J. Kelsey
Dylan K. Kennedy
Zach T. Koeter
Faizel Khan
Wyatt W. Kidd
Jessica A. King
Ashley R. Kluge
Cassadie N. Krigbaum
Mahala R. Landeros
Emily M. Long
Samantha K. Loucks
Mackenzie R. Machuga
Colton L. Marti
Brianna L. McCarter
Mackenzie L. McCracken
Austin D. Mefford
Michelle C. Meyer
Kyla J. Meyers
Natasha A. Minor
Mason C. Mitchell
Christopher T. Morgan
Allison K. Movsesian
Peter Mungai
Morgan A. Murphy
Aloisia A. Now
Brenna E. Newman
Anastasia L. Oliver
Elish M. Overby
Chasity A. Papenburg
Rachel S. Paull
Garrett L. Payne
Taylor M. Picarella
Josie C. Pijanowski
Hunter M. Placher
Paige E. Porter
Rachel E. Porter
Karsen N. Powers
Jacob R. Rankin
Sarah J. Reiminger
Rachae D. Renner
Mallory A. Robertson
Bridget Sankey
Morgan P. Smith
Tiara D. Sparkman
Lari J. Spitzer
Mallory J. Steward
Jonna L. Tankev
Allison E. Theobald
Haley A. Thomas
Kali N. Thurman
Brigid E. Toney
Mariah L. Torres
Alyssa M. Vandiver
Alysha N. Vessels
Lindsey C. Wendler
Jessica L. Westrich
Kaylin E. White
William T. Wilson
James Wright
Lindsey Wright
Summa Cum Laude

Brittany Armacher
Harrison D. Backer
Jared E. Banning
Megan M. Beisiegel
Olena Benko
Sarah A. Berendzen
Sarah M. Bindel
Kelli R. Bouknecht
Ashley F. Butler
Lydia Cameron
Danielle C. Childers
Alexandra E. Chism
Hailey J. Clayton
Brooke D. Colbert
Megan R. Craft
Andrew L. Crutcher
Branson Cusack
Shay Darga
Merideth D. Davis
Ann C. Downs
Mckenzie E. Doyle
Sydney L. Driscoll
Kelsey A. Duncan
Allison N. Eggema
Adrienne N. Eichhorn
Sarah E. Ellis
Alexis A. Engelhart
Katie D. Eskew
Trevor K. Ezell
Ashley M. Forck
Lucy K. Freitag
Margaret L. Fruehwirth
Emily F. Fuehrer
Victoria E. Galluzzo
Carlee A. Gibson
Trevor L. Glaus
Alexis L. Graham
Brittney T. Green
Taylor A. Harbaugh
Kate E. Hauser
Jacob D. Heeb
Steven R. Hills
Rebecca M. Hurt
Gavin E. Jaco
Christine M. Joyce
Danielle R. Kirsch
Kristine N. Klaverkamp
Samantha L. Klaverkamp
Collin G. Kramer
Michelle M. Lee
Marie Less
Michael D. Luces
McKenzie M. Magnus
Chloe C. Martin
Nicole L. Masters
Kevin M. Mattingly
Dakota S. Maus
Jacob A. May
Sarah L. McDougald
Spencer E. McGruder
Reid P. Millburg
Brittany L. Morgan
Hailey M. Olveda
Danielle H. Peach
Jade C. Rampley
Jordynn M. Rascoe
Amber M. Reid
Miranda G. Richards
Kara N. Riffe
Collin A. Ritter
Robert M. Roach
Heather N. Robbins
Hannah E. Ruffalo
Kelli N. Sargent
Brooke N. Schiitt
Evan R. Schmidt
Abigail M. Scrogum
Caleb A. Smith
Karley J. Smith
Ashley C. Stettes
Ashley N. Stuck
Kaitlyn E. Sweeney
Savannah N. Thompson
Ashley N. Thornton
Geoffrey J. Tibbs
Hayley M. Toft
Shelby K. Walker
Kaitlin N. Welker
Kaitlyn N. White
Molly J. Whitner
Megan R. Widner
Bradley R. Windings

ACADEMIC DISTINCTION IN THE DEPARTMENT OF THE MAJOR

Jessica D. Jones – Elementary, Early and Special Education
Christine M. Joyce – Biology
Machuga R. Mackenzie – History

Jane Stephens Honors Program

Paige E. Bangle
Tracie R. Beard
Jonathan T. Bryant
Amanda L. Carpenter
Teressa K. Colon
Andrew L. Crutcher
Nicholas H. Culbertson
Ashlee P. Dunn
Allison N. Eggema
Sabrina J. Flohr
Lucy K. Freitag
Margaret L. Fruehwirth
Carlee A. Gibson
Megan E. Goessling
Nicole C. Hogan
Emily P. Holloway
Gavin E. Jaco
Christine M. Joyce
Faizel Khan
Jared G. Klein
Cassadie N. Krigbaum
Mahala R. Landeros
Michelle M. Lee
Ashley N. Long
Emily M. Long
Holly Lynn
Jacob A. Meadors
Sarah R. Monteiro
Cameron K. Moore
Christopher T. Morgan
Hanna L. Nelson
Hailey M. Olveda
Heath C. Parkinson
Taylor M. Picaclotta
Karley J. Smith
Ashley C. Stettes
Kali N. Thurman
Shelby K. Walker
Daniel J. White
Kaitlyn N. White
Bradley R. Windings
Rutvi K. Zalawadia

Jessica L. Strunk – Marketing and Management
Shelby K. Walker - Agriculture
BOARD OF REGENTS
MOTION CONSIDERATION FORM
May 11, 2018
Open Session

I. Motion to be Considered:

Recommend approval of comprehensive restructuring of colleges and departments across Academic Affairs.

II. Background:

Due to significant budget reductions and the need to align colleges and departments in a logical manner to enhance academic program marketing, promotion, and support, the major academic restructuring process established by the University was followed during the Spring 2018 Semester resulting in the included recommendations.

On October 25, 2017, the Provost held an open forum for all faculty in staff in Academic Affairs to discuss the budget situation and need to reorganize colleges and departments. From October 2017 through January 2018 several reorganization idea drafts were shared by the Provost with feedback encouraged when each draft was released. Nearly 80 written statements were received in an email account established for feedback and nearly 100 meetings involving various individuals and groups were conducted.

A proposal was initiated using the established major academic reorganization process on January 19, 2018, during the first of classes as required by the guidelines. From January through April 2018 reviews were conducted by all academic departments, college councils, Deans and Interim Deans, the University Studies Council, Graduate Council, Academic Council, and the Provost. All materials then were vetted by the President, as stipulated in the guidelines.

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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:
The result of this extensive process is the recommended structure described in the attached supplemental materials. Briefly, the reorganization includes establishment of the following five colleges:

- College of Education, Health, and Human Studies
- College of Humanities and Social Sciences
- College of Science, Technology, Engineering, and Mathematics
- Harrison College of Business and Computing
- Holland College of Arts and Media

In addition, the reorganization model includes the following:

- Merging four academic departments, including the two department mergers approved by the Board of Regents at the December 14, 2017 meeting.
- Moving several programs from their current department to another providing a better fit.
- Realignment of the three current departments in the Harrison College of Business to form the Department of Accounting, Economics, and Finance, the Department of Management, and the Department of Marketing.
- Air Force ROTC and Show-Me Gold report directly to the Provost’s Office rather than a college dean.

The proposed reorganized structure involves reductions of four Department Chair, four administrative assistant, one dean, one Senior Administrative Assistant, along with the Vice Provost and Dean of Graduate Studies positions. The Budget Office estimates cost savings of approximately $644,000 resulting from this academic reorganization.
Academic Affairs
Reorganization

May 11, 2018
Board of Regents Meeting
Dr. Carlos Vargas

SOUTHEAST MISSOURI
STATE UNIVERSITY · 1873
Timeline & Process

- October 25, 2017: Provost’s Open Forum
- October 2017 – January 2018:
  - Revised Discussion Drafts shared by Provost
  - 80 written statements received
  - Nearly 100 meetings conducted, approximately half of which were attended by the Provost
- January 19, 2018: Proposal Distributed by Provost in keeping with the institution’s current policy for academic restructuring outlined in Chapter 5 of the Faculty Handbook
- January – April 2018: Reviews conducted by all academic departments, college councils, Deans and Interim Deans, University Studies Council, Graduate Council, Academic Council, and the Provost. In addition, the Provost also presented to Student Government on more than one occasion.
- April 5, 2018: President’s Office received Recommendation from Provost and commenced review
- April 18-19, 2018: Open Forums Conducted by President*
- April 18-25, 2018: Campus Comment Period*
  - Approximately 70 written statements received
- May 11, 2018: Presentation to the Board of Regents for Consideration and Decision

*The President’s open forums and comment period represent additional steps taken to foster dialogue and enhance transparency. These steps are not proscribed or required per the Faculty Handbook process for Major Academic Restructuring.
College of Education, Health and Human Studies

- Department of Child and Family Studies
  - Includes Family and Consumer Science Education
- Department of Communication Disorders
- Department of Elementary, Early, and Special Education
- Department of Health, Human Performance, and Recreation
  - Includes Dietetics
- Department of Leadership, Middle, and Secondary Education
- Department of Nursing
- Department of Psychology and Counseling
  - Includes Applied Behavior Analysis
College of Humanities and Social Sciences

- Department of Communication Studies and Modern Languages
- Department of Criminal Justice, Social Work, and Sociology
- Department of English
- Department of History and Anthropology
- Department of Political Science, Philosophy, and Religion
College of Science, Technology, Engineering, and Mathematics

- Department of Agriculture

- Department of Biology
  - Includes Environmental Science

- Department of Chemistry and Physics
  - Includes Geoscience

- Department of Engineering and Technology
  - Includes Engineering Physics and Polytechnic Studies (minus Commercial Multimedia)

- Department of Mathematics
Harrison College of Business and Computing

- Department of Accounting, Economics, and Finance
- Department of Computer Science
  - Includes Cybersecurity
- Department of Management
- Department of Marketing
  - Includes Fashion and Consumer Studies
Holland College of Arts and Media

• Department of Art and Design
  • Includes Interior Design and Commercial Multimedia

• Department of Mass Media

• Department of Music

• Conservatory of Theatre and Dance
| College of Education, Health & Human Studies | 7 | 46 | 3,281 | 29,769 | 124 |
| College of Humanities & Social Sciences | 5 | 36 | 1,508 | 31,692 | 88 |
| College of Science, Technology, Engineering & Mathematics | 5 | 79 | 2,152 | 31,060 | 94 |
| Harrison College of Business & Computing | 4 | 37 | 2,010 | 18,071 | 57 |
| Holland College of Arts and Media | 4 | 23 | 932 | 8,584 | 54 |

*2017-2018 counts majors and not necessarily areas of study
**Fall 2017 census; UG and GR
***Fall 2017 census; based on current department/program alignment
****Fall 2017 full-time budgeted positions, including regional campuses; based on fall 2017 department/program alignment

SOUTHEAST MISSOURI STATE UNIVERSITY • 1873
<table>
<thead>
<tr>
<th>Position</th>
<th>No. of Positions Eliminated</th>
<th>Average Pay Plus Benefits</th>
<th>Total Estimated Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Chair Stipend*</td>
<td>4</td>
<td>$3,400</td>
<td>$13,600</td>
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<tr>
<td>Chair Administrative Stipend*</td>
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<tr>
<td>Summer Chair Pay (Average)*</td>
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<td>Administrative Assistant (Average)*</td>
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<td>Dean/Associate Dean (Average)</td>
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<td>Senior Administrative Assistant (Average)</td>
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<td>Vice Provost/Dean of Graduate Studies</td>
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<tr>
<td>Estimated Total Savings for Academic Affairs Reorganization</td>
<td></td>
<td></td>
<td>$633,635</td>
</tr>
</tbody>
</table>

*Estimated includes positions effected by academic reorganization approved at the December 2017 Board of Regents meeting.