SOUTHEAST MISSOURI STATE UNIVERSITY
BOARD OF REGENTS MEETING
April 10, 2013
10:00 a.m.
Dempster Hall, Glenn Auditorium*

Open Session Agenda

ACTION ITEMS:
1. Consideration of Approval of Minutes for:
   Open Strategic Planning Workshop & Meetings of February 20-21, 2013  A
2. Consideration of Faculty Senate Bill 13-A-06, Revision of “Non Tenure-Track Faculty
   Appointments” Section of the Faculty Handbook (Policy)  B
3. Consideration of Approval of Dual Credit Course Fee Schedule Effective Fall 2013  C
4. Consideration of Approval of Elimination of Returning Student Application Fee  D
5. Consideration of Approval of Awarding Contract for University Banking Services  E
6. Evaluation and Consideration of Outsourcing the University Bookstore and
   Textbook Rental operations

CONSENT ITEMS:
7. Consideration of Approval of Resolutions of Honor for Retirees  F
8. Consideration of Approval of Faculty Senate Bills  G
   A. 13-A-01 “Grade Appeal Procedures” Section of the Faculty Handbook (Policy)
   B. 13-A-03 “Repeating Courses” Section of the Faculty Handbook (Policy)
   C. 13-A-17 “Research Involving Human Subjects” Section of the Faculty Handbook (Policy)
9. Consideration of Approval of Academic Program Changes  H
   A. New Program – Undergraduate Certificate in Autism Spectrum Disorder
   B. New Program – Graduate Certificate in Autism Spectrum Disorder
   C. New Minor – Business Law
   D. New Minor – Cybersecurity
   E. New Minor – Supply Chain Management
10. Consideration of Approval of Revised Policy Statement for Section 02-12, Grants
    and Related Contracts, of the Business Policy & Procedures Manual  I
REPORT ITEMS:
1. Report from Outgoing and Incoming Faculty Senate Chairs
2. Report from Student Government Chair
4. President's Report

   Informational Items:
   • Correspondence from Lift for Life Academy

ACTION ITEM:
1. Consideration of Motion for “Closed Session for Appropriate Considerations:”
   A. RSMo 610.021.1 -- pertaining to legal actions, causes of action or litigation
   B. RSMo 610.021.3 -- pertaining to the hiring, firing, disciplining or promotion of personnel
   C. RSMo 610.021.14 -- pertaining to records which are protected from disclosure by law

ACTION ITEMS:
1. Reconvene Open Session
2. Announce Action Taken in Closed Session

ACTION ITEM:
1. Consideration of Motion to Adjourn

*Accessible to Physically Handicapped or Disabled*
Subject to approval by the Board of Regents.

MINUTES OF THE OPEN SESSION
OF THE
SOUTHEAST MISSOURI STATE UNIVERSITY
BOARD OF REGENTS
HELD ON THE
TWENTIETH DAY & TWENTY-FIRST DAY OF FEBRUARY 2013

The Board of Regents for Southeast Missouri State University met at 8:30 a.m. on Wednesday, February 20, 2013, in the John and Betty Glenn Convocation Center, River Campus, Southeast Missouri State University. Regents present were: Mr. Doyle L. Privett, President of the Board of Regents; Mr. Brad Bedell; Mr. Jay B. Knudtson; Mr. Kevin J. Magnan, Student Representative to the Board of Regents; Ms. Kendra Neely-Martin; Mr. Thomas M. Meyer; and Mr. Daren K. Todd. Also present were: Dr. Kenneth W. Dobbins, President of Southeast Missouri State University; Mrs. Kathy Mangels, Board Treasurer; and Mrs. Deborah S. Fulton, Board Secretary. Board President Privett presided.

The meeting was called to order by Board President Privett. The order of business for the day was a Strategic Planning Workshop facilitated by Dr. William A. Weary, Fieldstone Consulting, which included approximately 68 individuals representing a large cross-section of key stakeholders from the campus and the community. The purpose of the full-day planning retreat was to identify and crystalize challenges and goals so the University can revise its strategic plan to reflect new priorities for the next five to seven years. The workshop agenda and list of participants is provided as Exhibit A.

MOTION TO RECESS THE OPEN SESSION AND GO INTO CLOSED EXECUTIVE SESSION

At the end of the workshop, Board President Privett thanked the workshop participants and called for a motion to recess the open session and go into closed executive session for consideration of the following:

A. RSMo 610.021.3 -- pertaining to the hiring, firing, disciplining or promotion of personnel
B. RSMo 610.021.14 -- pertaining to records which are protected from disclosure by law

A motion was made by Regent Bedell and seconded by Regent Meyer to go into closed executive session. A roll call vote was taken. Voting in favor: Bedell, Knudtson, Meyer, Neely-Martin, Todd, and Privett. The motion carried.
The open meeting recessed at 3:51 p.m.

The open meeting was reconvened at 4:14 p.m. in Seminary Building 305, River Campus.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED EXECUTIVE SESSION

Board President Privett announced that during their closed executive session the Board approved the appointment of Mr. Brady L. Barke as Senior Associate to the President and Board of Regents’ Secretary effective June 1, 2013, at an annual salary of $70,000, as a replacement for Mrs. Deborah Simmons Fulton who will retire from the University on July 1, 2013, after 37 years of service.

ANNOUNCEMENT OF ELECTION OF VICE PRESIDENT OF THE BOARD OF REGENTS

Board President Privett announced that during their closed executive session the Board elected Ms. Kendra Neely-Martin as Vice President of the Board of Regents.

CONSIDERATION OF MOTION TO RECESS THE OPEN MEETING

A motion was made by Regent Meyer and seconded by Regent Bedell to recess the open meeting until 8:00 a.m., Thursday, February 21, 2013, in Seminary Building 305, River Campus. A roll call vote was taken. Voting in favor: Bedell, Knudtson, Meyer, Neely-Martin, Todd, and Privett.

The open meeting recessed at 4:15 p.m.

OPEN MEETING RECONVENED

The open meeting reconvened on Thursday, February 21, at 8:02 a.m. in Seminary Room 305, River Campus. Regents present were: Mr. Doyle L. Privett, President of the Board of Regents; Mr. Brad Bedell (via teleconference); Mr. Jay B. Knudtson; Mr. Kevin J. Magnan, Student Representative to the Board of Regents; Ms. Kendra Neely-Martin (via teleconference); Mr. Thomas M. Meyer; and Mr. Daren K. Todd (via teleconference). Also present were: Dr. Kenneth W. Dobbins, President of Southeast Missouri State University; Mr. John Grimm, Legal Counsel; and Mrs. Deborah S. Fulton, Board Secretary. Board President Privett presided.
MOTION TO RECESS THE OPEN SESSION AND GO INTO CLOSED SESSION

A motion was made by Regent Meyer and seconded by Regent Knudtson to recess the open session and go into closed session for consideration of the following:

A. RSMo 610.021.1 -- pertaining to legal actions, causes of action or litigation
B. RSMo 610.021.2 -- pertaining to lease, purchase or sale of real estate
C. RSMo 610.021.3 -- pertaining to the hiring, firing, disciplining or promotion of personnel
D. RSMo 610.021.14 -- pertaining to records which are protected from disclosure by law

A roll call vote was taken. Voting in favor: Bedell, Knudtson, Meyer, Neely-Martin, Todd, and Privett. The motion carried.

The open session recessed at 8:03 a.m.

The open session reconvened at 9:15 a.m. with Regent Bedell and Regent Todd connecting via teleconference. Regent Neely-Martin was unable to participate in the remainder of the meeting.

ANNOUNCEMENT OF ACTION

President Dobbins announced that during the closed session, the Board approved the routine faculty and non-faculty personnel recommendations.

STRATEGIC PLANNING REPORT FROM DR. WILLIAM A. WEARY, FIELDSTONE CONSULTING

Dr. Weary presented his report to the Board of Regents on the full-day workshop which was held yesterday, February 20, 2013 [Exhibit A].

Dr. Weary reported that the University has transformed into a far more substantial University and is now dealing with the consequences of success. The new strategic plan must address those consequences as it prepares the best days ahead. He noted many successes:

1. Reaffirmation of Higher Learning Commission accreditation, with careful preparatory work under way for the next cycle.
2. Growing service to the region, Missouri, and beyond, all of which was intended since the early 1990s.

3. Continued growth in enrollment which has strengthened the University in ways no one was imagining in 2010, when the University was seeking to balance the budget.

4. Significant new programs, some capable of and already at national levels of competitiveness. These programs also tend to serve the region better and mark a major entrance into online learning.

5. New revenue streams from these new programs, including winter and summer sessions, new fees, and revenue from boosted enrollments, with the potential for even greater returns on investments.

6. Some sense that the drastic cuts in state appropriations have about ended – with some hopes of stability in the years to come.

7. The strong possibility of reworking the state’s funding formula which is now decades old and is based on enrollments and realities that are no longer applicable.

8. Strong relationships with the city, which, itself, is growing and transforming. The University and the City are partners and both benefit from this relationship. The supportive relations extend to the Governor’s office and the legislature as well.

9. An exciting infusion of high quality, energetic and largely young faculty members, excited with teaching, wishing to continue research, and impressed by the University’s friendliness and collegiality.

10. The beginning wave of retirements, which, while bearing other consequences as well, allows for new ideas, just as long preparation for programmatic change is ready to proceed.

11. A remarkably collegial university, at all levels – Administrative Council, Deans Council, Faculty Senate, CTS and Professional Staff Councils, Student Government, and Foundation Board. People enjoy and consider each other and think about the University’s greater welfare.

12. A faculty, fully 75% of which are tenure-track, which is better than national averages and trends where the majority of faculty are adjunct.

13. Faculty and staff willing to stretch, adapt, and continue to serve.

14. Respect for the Faculty Senate and other internal governance groups.
15. Exceptional leadership at the presidential and vice presidential levels. This is shown in knowledge of their fields, in willingness to act, in engagement of their own staffs, and in flexibility, adaptability, and realism.

16. There is an institutional value of serving students, from faculty, administrators, and staff. This is a rock on which the university can build, and a value well recognized by students themselves.

17. A largely content student body, who appreciate the University’s size (big enough for a wide range of courses; small enough for personal attention), location just far enough away from home, easy access via I-55, the ability to engage with the campus on many levels and in many ways, the quality of faculty, and the overwhelming friendliness of people on the campus.

18. The sense, throughout the University, that no matter how difficult times have been in recent years, a corner has been turned. The worst and the most difficult times lie behind.

19. The infusion of nearly $100 million into physical facilities, both in aesthetics and necessary infrastructure.

20. A well-launched comprehensive $40 million campaign and a newly energized Foundation.

21. Some excellent public relations in boasting of the University’s ongoing accomplishments.

22. A strategic plan (2008) largely implemented, used as a guide, and regularly reported on to the campus.

23. Excellent university-wide participation for the next strategic plan as demonstrated in the 150-200 participants involved in “Southeast in the Year 2020.”

24. Incredible success, in view of all of the above, in identifying $15 million in the budget, net of annual continuance and some boosts in compensation. The University has already all but accounted for the remaining $5 million of the $20 million scheduled in 2010.

25. A Board of Regents, who are filled with energy and ready to go to work.

26. The extraordinary opportunity, over the next several years of: a) completing the “agenda” first laid out by Kala Stroup and pursued ever since; b) rounding out a fully transformed university, true to its roots; and c) maintaining its adherence to
student-centeredness in the face of the vast uncertainties and possibilities of
higher education in the decades to come.

Dr. Weary also noted several the challenges:

1. The university is struggling with some significant external pressures, beyond
limited state funding (capital funding included): Higher Learning Commission
demands for assessment and planning and implementation based upon it, state
mandates on curriculum in education (and, probably, elsewhere in the program in
the years to come), and general expectations for technological engagement and
leadership.

2. Massive retirements entail not just empty seats and newcomers requiring full
engagement, but also loss of institutional memory and diluted university culture.

3. The need for increased productivity from faculty and staff has resulted in heavier
workloads, including assuming responsibility once assigned to multiple persons.

4. Faculty and staff are loyal, patient, and hard-working, but they also often feel that
more should come back to them.

5. Vital administrative-management performance has been sapped in view of the
following:

   a. There are many newcomers to their posts, and they are not always willing
      or able to fill them.

   b. Performance is uneven, and trying to weed out incompetence requires time
      not always available.

   c. Training is not always in place for newcomers.

   d. Clear job descriptions and procedures are not always present.

   e. Reflection, visioning, and planning do not regularly occur.

6. In a similar vein, time has not been available either to think of the “story” of the
last two decades or the work to be done. Effective fundraising and justification of
the sacrifices made to reach this point in the University’s history both suffer.

7. The transformative work required in curriculum has only just begun – in programs
offered, in pedagogy, and in relevance to region, market, and mission.
8. The work in technology – and in distance learning and in insertion into existing courses – occurs in many different and uncoordinated offices. There needs to be a clearer sense of who is in charge of academic or educational technology, and how best to advance.

9. Technology is so new that many faculty see its use as monolithic, its quality as inferior, and its consequences a threat to the university’s culture. A start is to present such programs not as money savers but as enhancing what’s already offered, expanding the audience, and lifting the potential for uniqueness.

10. The physical plant still requires an estimated $100-to-$200 million of infusions. Reworking much space through an effective master facility plan also could provide visual and conceptual harmony.

11. Staff salaries, fortunately now under review, often are painfully low, as is faculty compensation.

12. Some faculty and staff feel exhausted and drained.

13. Investment in the future requires additional staff – in admission, in fundraising, technology, facilities maintenance, and faculty – requiring significant resources.

14. The costs of implementing the recommendations of “Southeast in the Year 2020” have yet to be assessed.

15. Students worry at fractionalization of their peers into niche groups who live in their own separate worlds. A spirit of togetherness and community is greatly desired.

16. Co-curricular work has yet to be integrated into curricular and vice versa.

17. Administrative dictates with respect to student service and student experience have yet to be issued, and uniform comprehensive evaluation – and publication – of university successes also have yet to occur. Some staff members had difficulty understanding the meaning of student service.

18. Endowment is extremely low, and young alumni have not been cultivated for some decades. Overall fundraising results, even if rising, remain low.

19. Regional centers continue to serve their communities, but could use more planning.
20. Decades of transformation and adaptation to crisis too often have created a culture of reaction, not one of reflection, policy, procedure, and regularity. Of course, as these areas are addressed, the full legacy of the last 20 years will be realized.

Dr. Weary stated that through all of the cutbacks, changes, and upheavals of recent years, Southeast remains committed to personalized education and service to the region. As the university rounds out and completes its agenda of the last 20 years, that dedication will remain a solid rock on which to stand and on which to build programs necessary for success in this new, changing, and exciting world of 21st century higher education. Dr. Weary stated that he felt the university’s best days still lie ahead.

Board President Privett thanked Dr. Weary for his report and leadership in the Strategic Planning Workshop. He noted that yesterday was a great experience, and everyone involved made significant contributions.

ANNOUNCEMENT OF SWEARING-IN CEREMONY FOR JAY B. KNUDTSON, NEWLY APPOINTED MEMBER OF THE BOARD OF REGENTS

Board President Privett also welcomed Jay B. Knudtson of Cape Girardeau as a new member of the Board of Regents. Mr. Knudtson was appointed to the University’s Board of Regents by Governor Jay Nixon in January 2013 for a six-year term ending January 1, 2019. His appointment was confirmed by the Missouri Senate on January 30, 2013, sponsored by Senator Wayne Wallingford. Mr. Knudtson replaces Mr. James Limbaugh of Cape Girardeau whose term expired on January 1, 2013.

Mr. Knudtson is the former mayor of Cape Girardeau and a 2006 recipient of Southeast’s prestigious Vandiver Show Me State Award. He is a member of First Missouri State Bank’s executive team that launched the bank in 2002. He currently serves as the chief lending officer and bank board director. He previously served for nearly 12 years as senior vice president of Bank of America in Cape. Mr. Knudtson was born and raised in Minnesota and spent most of his professional career living and working in Cape Girardeau. He is married to Cindy and they have a son, Gunnar.

The Honorable Stephen N. Limbaugh, Jr., United States District Court Judge for the Eastern District of Missouri, administered the Oath of Office during yesterday’s Strategic Planning Workshop.

Board President Privett also expressed appreciation to Mr. James P. Limbaugh for his service to the Board of Regents. The Board will be asked to consider a Resolution of Honor later in the meeting which will be presented to Mr. Limbaugh at the May Commencement Luncheon.
CONSIDERATION OF APPROVAL OF MINUTES

A motion was made by Regent Meyer and seconded by Regent Knudtson to approve the minutes of the open meeting of December 14, 2012. A roll call vote was taken. Voting in favor were: Bedell, Knudtson, Meyer, Todd, and Privett. The motion carried.

CONSIDERATION OF APPROVAL OF RESOLUTION OF HONOR FOR JAMES P. LIMBAUGH

Board President Privett presented the recommendation that the Board approve the Resolution of Honor for Mr. James P. Limbaugh, member of the Board of Regents from 2007-2013 [Attachment B]. Mr. Limbaugh was an excellent Board member, and he will be missed. The resolution will be presented to Mr. Limbaugh at the May Commencement Luncheon.

A motion was made by Regent Knudtson and seconded by Regent Meyer to approve the Resolution of Honor for Mr. James P. Limbaugh for his service as a member of the Board of Regents. A roll call vote was taken. Voting in favor: Bedell, Knudtson, Meyer. Todd, and Privett. The motion carried.

CONSIDERATION OF APPROVAL OF FY14 RESIDENCE LIFE BUDGET PROPOSAL INCLUDING ROOM AND BOARD AND TECHNOLOGY RATES, BEGINNING FALL SEMESTER 2013

President Dobbins asked Dr. Deborah Below, Vice President for Enrollment Management and Student Success, to present the recommendation that the Board approve the FY14 Residence Life budget proposal, including room, board, and technology rates, beginning fall semester 2013 [Attachment C].

An average room and board rate increase of 2.97% is requested for FY14 [Attachment C-1]. Last year, the approved rate increase was 3.32%. The proposed rate schedules for room, board and technology rates have been shared with relevant student groups for review and comment and are presented to the Board with their consent.

The proposed increase in average room rate is 2.65%. This reflects cost to continue including additional costs for staff, student labor, maintenance and repair. Private room rates continue to be 1.5 times the rate of a double room.

The proposed increase in average board rate is 3.50% as compared with 4.96% last year. The proposed rate increase is consistent with the University’s dining contract with Chartwells, and reflects actual anticipated inflation in food prices for 2013-2014 as
well as an increase in value exchange rates for use by students when using their meal plans in our retail dining venues.

The residence hall technology fee is currently $50 per academic year. A $10 increase is proposed, raising the fee to $60, beginning FY14. The technology fee is a dedicated source for funding the technology of our residence hall students. These funds are used to maintain and improve the technology access in our residence halls, including the purchase of new routers, replacement of the RESNET core switch, and a new bandwidth arbitrator. Funds from this fee have assisted in adding more than 300 wireless access points across the residence halls over the past two years. The current residence hall technology fee has been at its present rate since FY10.

Proposed Residence Life revenue and expenses for FY14 were provided in Attachment C-2. Projected expenses are $24,071,330 as compared with $22,646,795 in FY13. The largest factors in this difference are the changes in debt service expenses and room revenue for the new residence hall.

A motion was made by Regent Bedell and seconded by Regent Knudtson to approve the FY14 Residence Life budget proposal, including room, board, and technology rates, beginning fall semester 2013. A roll call vote was taken. Voting in favor: Bedell, Knudtson, Meyer, Todd, and Privett. The motion carried.

CONSIDERATION OF APPROVAL OF INCIDENTAL FEE RATE EQUAL TO THE IN-STATE RATE FOR ALL NON-MISSOURI RESIDENT ACTIVE DUTY AND VETERANS AND THEIR SPOUSES AND DEPENDENTS EFFECTIVE FALL 2013 SEMESTER

President Dobbins asked Ms. Kathy Mangels, Vice President for Finance and Administration, to present the recommendation that the Board approve an incidental fee rate equal to the in-state incidental fee rate for all non-Missouri residents who are active duty or veterans of the United States’ Armed Forces, including members of the National Guard or Reserves, and for their spouse and dependents effective Fall 2013 semester [Attachment D].

The American Association of State Colleges and Universities (AASCU) has called for greater outreach among its membership to effectively serve veterans. The Post-9/11 GI Bill significantly expanded educational benefits for service members (and in some cases their dependents). The ongoing drawdown of troops serving in Iraq and Afghanistan is expected to increase the use of Post-9/11 GI Bill benefits.

Effective August 1, 2011, the Veterans Administration (VA) changed their policy from paying at the top Missouri institution in-state rate (which exceeded Southeast’s out-of-state rate) to paying the actual in-state rate at each institution. This caused Southeast’s
out-of-state veterans to receive less of a benefit from their GI bill and owe the balance of the difference between in-state and out-of-state fees.

Tuition Assistance (TA) is a Federal and State tuition benefit offered to members of the Armed Forces, both active and reserve. TA is not an entitlement and is subject to funding by each service component. Currently TA caps the federal amount offered to the student at $250 per credit hour (incidental fees only) up to a maximum of $4,500 each fiscal year (October-October). Students charged out-of-state fees are more likely to reach the tuition cap in one semester as opposed to being able to utilize that funding for two full semesters.

To effectively market Southeast programs, especially online programs, to veterans and their families beyond state borders it is necessary to establish competitive fees. Members of the Board were provided with a table outlining the difference between in-state and out-of-state incidental fees for the 2012-13 academic year per credit hour [Attachment D]. The University certified 252 veterans and/or their dependents during the fall 2012 semester, of which 26 were from out-of-state. This change in incidental fee rate for non-Missouri veterans and their spouse and dependents would be effective for enrollments starting in the fall 2013 semester.

A motion was made by Regent Meyer and seconded by Regent Knudson to an incidental fee rate equal to the in-state incidental fee rate for all non-Missouri residents who are active duty or veterans of the United States’ Armed Forces, including members of the National Guard or Reserves, and for their spouse and dependents effective Fall 2013 semester. A roll call vote was taken. Voting in favor: Knudson, Meyer, and Todd, and Privett. (Bedell was temporarily disconnected from the teleconference.) The motion carried.

CONSIDERATION OF APPROVAL OF MAJOR CAPITAL PROJECTS AND MAINTENANCE AND REPAIR ITEMS FOR FY14

President Dobbins asked Vice President Mangels to present the recommendation that the Board approve the schedule of major capital and maintenance and repair items for FY14 [Attachment E].

Members of the Board were provided with a schedule of capital and maintenance and repair projects including projects funded from local, state, federal and bond funding sources [Attachment E-1]. State maintenance and repair (M&R) dollars will be matched with local M&R dollars to complete annual repairs to elevators and the utility infrastructure, fire alarm testing and various parking lot and hardscape repairs.

Approximately $42.8 million of bond funds from the Series 2008, Series 2010 and Series 2011B bonds will be expended in FY14. Academic Hall renovation and Magill
Hall renovation are both scheduled to be complete by early fall 2013. Construction of the new residence hall along Greek Drive and a new chiller/boiler plant at the Show Me Center complex will also be complete for the Fall 2013 semester. These projects are funded from proceeds of the Series 2011B bonds.

Construction will begin on a new multi-use facility at the River Campus funded by the Series 2013 bonds, which will add instructional space for the School of Visual and Performing Arts and residence hall and dining option on this campus. This project will be complete for the fall 2014 semester.

A motion was made by Regent Knudtson and seconded by Regent Meyer to approve the schedule of major capital and maintenance and repair items for FY14. A roll call vote was taken. Voting in favor: Knudtson, Meyer, Todd, and Privett. (Bedell was temporarily disconnected from the teleconference.) The motion carried.

**CONSIDERATION OF APPROVAL OF RESOLUTION FOR THE SYSTEM FACILITIES REVENUE REFUNDING IMPROVEMENT BONDS SERIES 2013**

President Dobbins asked Vice President Mangels to present the recommendation that the Board approve the resolution for the System Facilities Revenue Refunding and Improvement Bonds Series 2013 [Attachment F].

On October 19, 2012 the Board of Regents authorized administration to pursue conceptual design of a new building at the River Campus to meet the growing demand for instructional space for the School of Visual and Performing Arts and provide a housing option adjacent to the River Campus. The Lawrence Group was engaged and schematic design options were presented to the Board at their December 11, 2012, meeting.

The current site plan rendering, updated from the schematic design drawings to accommodate site drainage, pedestrian walkways, delivery and maintenance access to the building and parking on the north side of Morgan Oak Street was provided in Attachment F-1. The first floor of the building is approximately 30,000 square feet of space, with approximately 22,000 square feet dedicated to academic programming (Attachment F-2) and the remaining square footage for dining services and residence hall office space. Two additional floors of residence hall space will complete the building, resulting in approximately 185 new beds (Attachment F-3). Each residential floor will include two lounes and laundry facilities. The second floor will include 1,100 square feet of fitness space for use by the student residents, and small practice room spaces on both residential floors.

The total cost estimate for the project remains at $23.62 million. In addition to the building construction this budget includes architectural/engineering fees, site development, parking lot paving, landscaping, and furniture, fixtures and equipment. The
cost estimate is based on a construction schedule that would require bids to be let for site work by March 2013 and the facility available for occupancy for the fall 2014 semester. The annual debt service will be paid proportionately from annual revenues to the residence hall system from the additional housing contracts and meal plan commissions and from annual incidental fee revenue to the general operating budget from increased majors in the School of Visual and Performing Arts (as presented to the Board at their December 14, 2012, meeting).

Vice President Mangels introduced Sara Kotthoff, Bond Counsel, Thompson Coburn LLP, and Julie Portman, Lead Underwriter, Edward Jones, who reviewed the bond documents with the Board.

In addition to working towards the best financing mechanism for the River Campus expansion project, university administration reviewed refunding opportunities for existing system facilities bonds, where changes in interest rates may result in annual debt service savings. It is proposed to advance refund the Series 2006A and Series 2008 bonds. The Series 2006A bonds, which financed the construction of the Aquatic Center, has $8,050,000 in principal outstanding. The Series 2008 bonds, which funded the construction of Merick Hall, purchase and renovation of Henderson Hall and various other residence hall and parking improvements on campus, has $52,675,000 in principal outstanding.

The Series 2013 bonds are 30 year bonds with interest rate yields ranging from 0.45% to 3.75%, with an average coupon of 3.45%. Based on these rates, the university could recognize a reduction in their debt service payment of $37,500 to $41,800 annually over the remaining 23 year life of the Series 2006A bonds and $385,300 to $446,400 over the remaining 25 year life of the Series 2008 bonds.

A preliminary schedule of the sources and uses of funds for the proposed bond issue was provided in F-4. This schedule was replaced at the Board meeting by the final schedule after the bonds were priced the morning of February 20, 2013. Since the River Campus project includes a kitchen and dining area that will be operated and benefit a private entity, a proportionate principal amount of the bonds will be issued as taxable bonds. Therefore, the bond issue includes a 2013A series that are tax exempt bonds and a 2013B series that are taxable bonds.

Standard & Poor’s Ratings Services assigned its ‘A’ long-term rating to the 2013 series with a stable outlook, and at the same time affirmed its ‘A’ long-term ratings and underlying ratings on all other outstanding university bond issues. Their report indicated the rating reflected their view of Southeast’s strong operating trends, with healthy surpluses recorded consistently for the past several years despite declining state appropriations, growing enrollment levels, and stable demand profile.
The Bond Resolution (Attachment F-5) officially authorizes and directs the issuance of the System Facilities Revenue Refunding and Improvement Bonds Series 2013, the proceeds of which shall be used to refund the Series 2006A and Series 2008 bonds and finance the above construction project and associated costs of issuance for the bond issue. The Resolution approves certain matters and documents related thereto including the Bond Purchase Contract, the Preliminary Official Statement, the Tax Letter of Instruction, and the Continuing Disclosure Statement. The Resolution was updated to reflect final pricing information and presented to the Board at the meeting prior to formal approval of the Resolution.

The bond resolution was prepared by bond counsel and reviewed by University legal counsel.

A motion was made by Regent Knudtson and seconded by Regent Meyer to approve the resolution for the System Facilities Revenue Refunding and Improvement Bonds Series 2013. A roll call vote was taken. Voting in favor: Bedell, Knudtson, Meyer, Todd, and Privett. The motion carried.

CONSIDERATION OF APPROVAL OF CONSENT AGENDA ITEMS

The following items [Attachments G-I] were presented as consent agenda items:

- Faculty Senate Bill:
  A. Five-Year Academic Calendar, 12-A-35 [Attachment G]
- Academic Program Changes [Attachment H]:
  A. Department of Military Science – New Department
  B. Bachelor of Arts in Social Science – New Program
  C. Geographic Information Systems – New Minor
  D. Military Science – New Minor
  E. Master of Science in Technology Management: 3D Animation and Gaming Option; Cybersecurity Option – Addition of Options
  F. Bachelor of Science in Athletic Training (BSAT) – Conversion of Degree
- Interim Appointment on River Campus Board of Managers [Attachment I]

A motion was made by Regent Meyer and seconded by Regent Knudtson to approve the consent agenda items as listed above [Attachments G-I]. A roll call vote was taken. Voting in favor: Bedell, Knudtson, Meyer, Todd, and Privett. The motion carried.
UPDATE ON BUDGET

President Dobbins provided an update on budget matters and state appropriations for the coming year. He reported that the Governor has recommended that state universities receive funding based on five criteria for “performance funding.” Southeast received a positive recommendation on four out of the five criteria which equates to a 3.4% increase for Southeast’s appropriations for the coming year. The Board will be asked to consider FY14 fees at their May 2013 meeting.

“SOUTHEAST IN THE YEAR 2020” COMMITTEE REPORT

Members of the Board were provided a copy of the draft report from the “Southeast in the Year 2020” Committee which was chaired by Dr. William Eddleman, Vice Provost [Attachment J].

The “Southeast in the Year 2020” study was initiated in January 2011 by President Kenneth W. Dobbins and the Board of Regents in order to plan ahead for student needs of the future. Student needs will change significantly by the year 2020, as outlined in a report by the National Center for Education Statistics and in The Chronicle of Higher Education Services. The University in 2020 project aligns with 1) Southeast’s mission to “prepare individuals to participate responsibly in a diverse and technologically advanced world,” 2) Higher Learning Commission’s principle to maintain continuous quality improvement in process and performance, and 3) the Strategic Plan to continue to be the University of First Choice for students, faculty, and staff.

To address future trends in higher education that will impact Southeast in the year 2020, Administrative Council was asked to list challenges and topics that would need to be considered to prepare for the year 2020. Then, an eight-member steering committee was formed to examine these and other topics. The steering committee categorized the topics from Administrative Council and their own reviews into five major areas for investigation via subcommittees: Curriculum, Academics, and Academic Programs; Student Services; Technology; Role of Faculty; and Student Demographics. A broadly diverse group of representatives from across the University was invited to work on the subcommittees. The reports from the five subcommittees were completed in April 2012, and the University in 2020 draft report was finalized in October 2012.

This report will be used as part of the Strategic Plan process which was launched yesterday at the workshop with Dr. Weary. A Strategic Planning Steering Committee will be appointed in the very near future to guide the process and to solicit broad input from the campus. Board President Privett will serve as Chair and President Dobbins will serve as Vice-Chair of the Strategic Planning Steering Committee. The Board will be kept apprised of the Committee’s work and have final approval on the Strategic Plan.
PROGRESS REPORT ON CONTRACTS AND FACILITIES MANAGEMENT PROJECTS

President Dobbins presented the Progress Report on Contracts and Facilities Management Projects [Attachment K]. No questions were asked.

INGRAM’S ICONS OF EDUCATION

Board President Privett referenced Attachment L, Ingram’s Icons of Education, and noted that President Dobbins is featured in the magazine. Members of the Board expressed their congratulations to President Dobbins.

PRESIDENT DOBBINS’ TESTIMONY TO THE HOUSE APPROPRIATIONS COMMITTEE

Members of the Board were provided with a copy of President Dobbins’ presentation to the Missouri House of Representatives Committee on Appropriations — Education from January 29, 2013 [Attachment M].

SPRING 2013 FOURTH WEEK CENSUS REPORT

Members of the Board were provided with the Spring 2013 Fourth Week Census Report [Attachment N].

Southeast Missouri State University continues to achieve record high enrollments. Spring 2013 combined undergraduate and graduate enrollment increased by 1.5% to 10,948 as compared with 10,784 in spring 2012. Undergraduate enrollment increased from 9,589 to 9,774, while graduate enrollments decreased slightly from 1,195 to 1,174. Overall total semester credit hours generated increased by 1.0% to 128,494 as compared to 127,196 in spring 2012.

The university continues to enroll a diverse student population. Enrollment of African American students increased from 848 to 910 students and international student enrollment increased from 768 to 843 students.
MOTION TO ADJOURN THE MEETING

A motion was made by Regent Meyer and seconded by Regent Knudtson to adjourn the meeting. A roll call vote was taken. Voting in favor: Bedell, Knudtson, Meyer, Todd, and Privett. The motion carried.

The meeting was adjourned at 10:14 a.m.

Deborah S. Fulton
Secretary to the Board of Regents

APPROVED:

Doyle L. Privett, President
Board of Regents
Southeast Missouri State University
I. Motion to be Considered:

Approve the proposed policy revision (Faculty Senate Bill 13-A-06) for the *Non Tenure-track Faculty Appointments Policy* and the revision of Chapter 2, Section D3 of the Faculty Handbook.

II. Background:

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

On February 27, 2013 the Faculty Senate approved Faculty Senate Bill 13-A-06. The bill and its companion bill (13-A-07) divide the current *Non Tenure-track Faculty Appointments* section of the Faculty Handbook text into policy and procedure. Changes in the language of the policy include rewording for clarity; deletion of clinical and similar faculty from this category; addition of the regional campuses as a site for non-tenure-track faculty teaching; change in the maximum percentage of non-tenure-track faculty at the University from 20% to 25% of full-time faculty; and designation of instructional personnel excluded from the count of non-tenure-track faculty. Attached are the proposed revisions to the handbook policy language for the Faculty Handbook *Non Tenure-track Faculty Appointments* section.

The attached procedures are for informational purposes only.

---

**Recommended By:**

Student Government  
Faculty Senate  
Administrative Council  
VP, Finance & Admin.  
VP, University Advancement  
Chairperson  
Dean  
Academic Council  
Provost  
President

**Board Action on:**

Postpone:  
Amend:  
Disapprove:  
Approve:  
Secretary:
FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-06

Approved by the Faculty Senate
2/27/2013

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Non Tenure-Track Faculty Appointments (Chapter 2, Section D.3).

REVISING “NON TENURE-TRACK FACULTY APPOINTMENTS” TO ESTABLISH A POLICY SECTION

WHEREAS the Faculty Senate recognizes the changing climate in higher education where year-on-year reductions in state education funding have combined with significant increases in student numbers to necessitate all institutions of higher learning to adapt to financial pressures, institutions of higher learning across the state and the nation have shown a trend of increased use of Regular Non-Tenure-Track faculty (RNTT), and

WHEREAS the Faculty Senate recognizes Southeast Missouri State’s position of financial strength relative to many of its sister institutions in Missouri and that this strength is in part due to current hiring practices, and

WHEREAS the current percentages of Regular Non-Tenure-Track (RNTT) and Tenure-Track (TT) positions are the result of changes which have occurred gradually and in response to financial pressures rather than as the result of open discourse on the makeup and culture of the University as a whole,

THEREFORE BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 2, Section D.3 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (to follow the companion “procedures” in the Handbook):

Non-Tenure-Track Faculty Appointments - Policy

In the increasingly complex educational environment, in order to provide flexibility in faculty staffing, there may be a need for faculty who are appointed to non tenure-track status. These would include, but are not limited to faculty who teach remedial and/or introductory courses and for which a terminal degree may not be required, and faculty at the regional campuses. Non
tenure-track faculty positions will be limited to no more than twenty five percent (25%) of full-time faculty in the University. Excluded from this percentage calculation are all faculty funded by designated funds, auxiliaries, grant funds, or regional campuses; temporary and part-time faculty; and teaching assistants.

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<td>Board of Regents Approval</td>
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<td>Posted to Faculty Handbook</td>
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FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-06

Approved by the Faculty Senate
February 13, 2013

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Non Tenure-Track Faculty Appointments (Chapter 2, Section D.3).

REVISING “NON-TENURE-TRACK FACULTY APPOINTMENTS” TO ESTABLISH A POLICY SECTION

WHEREAS the Faculty Senate recognizes the changing climate in higher education where year-on-year reductions in state education funding have combined with significant increases in student numbers to necessitate all institutions of higher learning to adapt to financial pressures, institutions of higher learning across the state and the nation have shown a trend of increased use of Renewable-Term Regular Non-Tenure-Track faculty (RNTT), and

WHEREAS the Faculty Senate recognizes Southeast Missouri State’s position of financial strength relative to many of its sister institutions in Missouri and that this strength is in part due to current hiring practices, and

WHEREAS the current percentages of Renewable-Term Regular Non-Tenure-Track (RNTT) and Tenure-Track (TT) positions are the result of changes which have occurred gradually and in response to financial pressures rather than as the result of open discourse on the makeup and culture of the University as a whole,

THEREFORE BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 2, Section D.3 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (to follow the companion “procedures” in the Handbook):

Non-Tenure-Track Faculty Appointments - Policy

In the increasingly complex educational environment, in order to provide flexibility in faculty staffing, there is an occasional may be a need for faculty who are appointed to non-tenure track status. These would include, but not be limited to faculty who teach more or less exclusively in non-didactic settings, such as clinics, laboratories, or studios, remedial and/or introductory
courses and for whom a terminal degree is required, plus faculty at the regional campuses, on and off campus who are perhaps newly appointed, but who have up to half-time administrative duties in addition to their teaching duties. Non-tenure-track faculty positions will be limited to no more than twenty-five percent (25%) of the number of full-time faculty in the University. Excluded from this percentage calculation are all faculty funded by designated funds, auxiliaries, grant funds, or regional campuses; temporary and part-time faculty; and teaching assistants.
FACULTY SENATE  SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-07

Approved by the Faculty Senate
February 13, 2013

BRIEF SUMMARY: This bill specifies the procedures portion of the existing Faculty
Handbook section on Non Tenure-Track Faculty Appointments (Chapter 2, Section D.3).

REVISING “NON-TENURE-TRACK FACULTY APPOINTMENTS” TO ESTABLISH A
PROCEDURES SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its
companion bill establishing a corresponding “policy” section, Chapter 2, Section D.3 of the
Faculty Handbook beginning with “Guidelines for Appointments of Non Tenure-Track Faculty”
be amended by replacing the existing content with the following “procedures” section (to follow
the companion “policy” in the Handbook):

Non-Tenure-Track Faculty Appointments - Procedures

Regular Non-Tenure-Track (RNTT) faculty shall hold at least a master’s degree and additional
academic credentials as required by the position as determined by the department.

Such appointments are defined as one-year full-time appointments.

Non-Tenure-Track full-time faculty receive the same benefits package as all other full-time
faculty.

Non-Tenure-Track full-time faculty have the same expectations for service, advising, and other
academic duties as all other full-time faculty.

Non-Tenure-Track full-time faculty will be appointed on a contract basis one year at a time, with
the appointment subject to renewal. Such faculty are afforded all the normal protections of
academic freedom as described in the faculty handbook.

Evaluations of Non-Tenure-Track faculty will occur on a regular and timely basis as specified by
the department.
The criteria for evaluation and renewal of the contract of RNTT faculty must be specified in writing and must be consistent with the expectations of the position. Faculty appointed to such positions are not generally expected to meet the same standards for scholarship and professional development as Tenure-Track faculty and thus are expected to carry a heavier teaching or service load.

Non-Tenure-Track full-time faculty may be terminated by the University at the end of any academic year, but written notice of the University's intention to terminate the appointment shall be given by the Provost to the faculty member by:

1. March 1 during the first or second year of appointment;
2. The first day of the spring semester for the third and subsequent years of service.

**Budget Procedures**

Each year the budget office will calculate the percentages of budgeted tenure-track faculty and budgeted non-tenure-track (RNTT) faculty positions based on the FTE of those positions. These percentages will exclude all faculty positions funded by designated funds, auxiliaries or grant funds as well as faculty positions budgeted at the regional campuses. The calculation will not include temporary faculty, part-time faculty, or teaching assistants.

If the percentage of budgeted tenure-track faculty positions is less than 75%, the budget office will add the difference between the average RNTT budgeted base salary and the average assistant professor budgeted base salary (which was $13,500 as of fiscal year 2013) to a salary pool for each change from a tenure track position that caused the percentage to drop below 75%.

No later than August 1st of each year the budget office will provide a report of budgeted faculty, broken down by department and college, to the Provost and Faculty Senate. This report will also include a breakdown of student credit hours on campus by faculty type for the previous year and the current amount of funds in the salary pool.

During the normal course of reviewing faculty vacancies, the Provost's office will consider programmatic needs, financial resources and the current tenure-track percentage. During periods when the budgeted tenure-track faculty percentage dips below 75%, priority consideration will be given to personnel actions that will increase the percentage. If a determination is made to convert a RNTT to a tenure-track position or to add a new tenure-track position, available dollars in the salary pool may be used to offset the salary adjustment needed to fund the tenure-track position. Funds in the salary pool will not be used for any purpose other than the conversion to or creation of tenure track positions.

Responsibility for the administration of these reports and the salary pool will be borne by the office of the Vice President for Finance and Administration.
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FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-07

Approved by the Faculty Senate
February 13, 2013

BRIEF SUMMARY: This bill specifies the procedures portion of the existing Faculty
Handbook section on Non Tenure-Track Faculty Appointments (Chapter 2, Section D.3).

REVISING “NON-TENURE-TRACK FACULTY APPOINTMENTS” TO ESTABLISH A
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Posted to Faculty Handbook
BOARD OF REGENTS
MOTION CONSIDERATION FORM

April 10, 2013
Open Session

I. Motion to be Considered:

Approve a reduction in the incidental fee rate to $85 per credit hour, and waiving of the online and ITV fee, for dual credit and early college credit effective with the fall 2013 semester.

II. Background:

In 2002, the Board of Regents set the cost of dual credit and early college credit at a rate of 55% of the regular incidental fee (currently $107.00 per credit hour). These courses offer high school students the opportunity to gain experience in college level coursework while meeting their high school graduation requirements and to obtain college credits which may shorten the time to college degree attainment.

In order to ensure that more area high school students have access to this opportunity, the University proposes to reduce the per credit hour incidental fee for dual credit and early college credit to a flat rate of $85.00 per credit hour. High school students are not eligible for federal financial aid and affordability may have been keeping some students capable of completing college coursework from taking advantage of this opportunity.

The method of delivery of dual credit and early college credit varies between area high schools and in order to keep all delivery options affordable for students, the existing online course fee of $12.50 per credit hour and ITV course fee of $5.50 per credit hour would be waived for dual credit and early college credit students. General fees are already waived for these students.

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: _____
I. Motion to be Considered:

Approve elimination of the $15 returning student application fee.

II. Background:

A $15 non-refundable returning student application fee was implemented in 2010 to be charged to applicants beginning with the spring 2011 semester application cycle. The fee was intended to recover expenses associated with application processing and student communications. This fee, charged to undergraduate applicants only, has generated $15,500 annually, since its inception.

Since 2010, the university has expanded course offering in an effort to increase enrollment. New enrollment initiatives including the winter session, expanded summer online offerings, new online programs, and the military enrollment initiative are of interest to new students as well as former Southeast students. Efforts to attract former students have had mixed results since the implementation of this fee in 2010. Prospective returning students often express that this fee is a deterrent to completing the re-admission process.

Elimination of this fee will expedite the re-admission process for students and enable academic and financial aid advisors to work with the student earlier in the process.

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:
BOARD OF REGENTS
MOTION CONSIDERATION FORM

April 10, 2013
Open Session

I. Motion to be Considered:

Approve the award of a contract for the University and Branch Banking services to U.S Bank for the period July 1, 2013, through June 30, 2017.

II. Background:

State statutes require that daily banking services be bid every four years. The University and Branch Banking services were last bid in 2009. At that time the contract was awarded to Commerce Bank for the period of July 1, 2009, through June 30, 2013.

The University issued Request for Proposal 5613 on January 18, 2013, for University and Branch Banking services. Two proposals were received in response to the RFP from Commerce Bank and U.S. Bank.

A formal evaluation of the bids received from the two banks was completed. The evaluation was based upon objective and subjective factors including cost of routine banking services, MasterCard/Visa discount rate charged, repurchase interest revenue, experience, reliability, and services provided.

The bid evaluation for each bidder is summarized on Attachment 1. Based on cost and subjective evaluation, it is the determination that U.S. Bank provided the best and lowest proposal.

Recommended By:

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<tr>
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Board Action on:

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<td>Approve:</td>
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<td>Secretary:</td>
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Fee Analysis

<table>
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<tr>
<th>Service</th>
<th>Commerce Bank</th>
<th>U.S. Bank</th>
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<tbody>
<tr>
<td>Routine Banking Service Charges</td>
<td>$34,994</td>
<td>$25,949</td>
</tr>
<tr>
<td>Merchant Services (MasterCard/Visa)</td>
<td>$321,343</td>
<td>$313,776</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$356,337</td>
<td>$339,725</td>
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<tr>
<td>Purchasing Card Rebate</td>
<td>$(365)</td>
<td>$(610)</td>
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<tr>
<td>Accounts Payable Credit Card Rebate</td>
<td>$(25,600)</td>
<td>$(42,660)</td>
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<tr>
<td>Branch Banking</td>
<td>$(4,800)</td>
<td>$(20,000)</td>
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<tr>
<td>Total</td>
<td>$325,572</td>
<td>$276,455</td>
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<tr>
<td>Four Year Extended Net Cost</td>
<td>$1,302,288</td>
<td>$1,105,820</td>
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<tr>
<td>Repurchase Interest Revenue</td>
<td>$(290,000)</td>
<td>$(450,000)</td>
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<td></td>
<td>$1,012,288</td>
<td>$655,820</td>
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Cost Points 38.87 60.00

Both banks are well-established, submitted current financial information and have branch banks located in the city limits of Cape Girardeau. Both institutions were comparable in experience and reliability and proposed method of performance.

The summary of the evaluation of proposals for University and Branch Banking follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost Points</th>
<th>Experience and Reliability</th>
<th>Proposed Method of Performance</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce Bank</td>
<td>38.87</td>
<td>20.00</td>
<td>20.00</td>
<td>78.87</td>
</tr>
<tr>
<td>U.S. Bank</td>
<td>60.00</td>
<td>20.00</td>
<td>20.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>
I. Motion to be Considered:

Approve the attached Resolutions of Honor for the following faculty and staff members who are retiring or have retired from Southeast Missouri State University:

Faculty:
- Daniel Beard, Assistant Professor, Health, Human Performance and Recreation (2006-2013)
- Richard Burns, Professor, Psychology (1992-2013)
- Bruce Domazlicky, Professor, Economics and Finance (1986-2013)
- Dieter Jedan, Professor and Chairperson, Global Cultures and Languages (1993-2013)
- Thomas Kiehe, Instructor, Educational Leadership and Counseling (2003-2012)
- Karen Kight, Instructor, Communication Studies (2002-2012)
- Franklin Nickell, Associate Professor and Director of the Center for Regional History, History, (1969-2012)
- Bjorn Olesen, Professor, Chemistry (1976-2013)
- Carolyn Rainey, Professor, Accounting (1976-2013)
- David Ritter, Professor, Chemistry (1990-2012)
- Doris Shands, Instructor, Elementary, Early and Special Education (2001-2012)
- Cynthia Jeter Yanow, Instructor, Mass Media (2001-2013)

Staff:
- Janice Adams, Secretary, Southeast Missouri State University – Malden (1994-2013)

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

Chairperson
Dean
Academic Council
Provost
President

Board Action on: Postpone: 
Motion By: 
Second By: 
Vote: Yeas: Nays: 

Amend: Disapprove: Approve: Secretary: 

Secretary: 

Attachment F
II. Background:

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

*Faculty and staff retiring with Emeritus status are listed in bold.*
RESOLUTION FOR

Daniel H. Beard

WHEREAS, Dr. Daniel H. Beard has dedicated seven years of faithful service to Southeast Missouri State University; and

WHEREAS, during those years, he has been an outstanding classroom teacher of Physical Education, particularly in the areas of secondary methods and special populations, for hundreds of students; and

WHEREAS, he has enhanced the safety and enjoyment of the outdoors for many students through instruction of the proper and safe use of firearms and archery equipment; and

WHEREAS, he has enhanced the preparation of pre-service physical education students through the development and evaluation of their student teaching portfolios; and

WHEREAS, he has demonstrated for the students a model of professionalism; and

WHEREAS, he has proven to be a valued colleague and highly regarded mentor; and

WHEREAS, he has served his department, college, and University as a member of many committees and organizations; and

WHEREAS, he has been an exemplary husband, father, grandfather, and friend;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Richard A. Burns

WHEREAS, Dr. Richard A. Burns has dedicated over twenty-one years of outstanding service to Southeast Missouri State University; and

WHEREAS, during that time, he has introduced many cohorts of students to the scientific nature of psychology, the intricacies of statistics and research methods, and comparative cognition; and

WHEREAS, he has made significant contributions to the field of psychology through his work on serial learning and numerosity in animals; and

WHEREAS, he served as a professional role model and mentor for numerous students whom he involved in research activities and professional presentations, enhancing their learning and facilitating their future careers; and

WHEREAS, Dr. Burns served the Department of Psychology as an outstanding chairperson and leader for sixteen years; and

WHEREAS, he has made significant contributions to professional organizations, most notably the Southern Society for Philosophy and Psychology, from which he received the Richard M. Griffith Memorial Award, and for which he served as President, Governing Council Member and in other various capacities; and

WHEREAS, he has mentored faculty and has been a trusted and valued colleague; and

WHEREAS, he was instrumental in establishing the first Student Research Conference and ensures its continued existence; and

WHEREAS, he has a unique sense of humor and has the ability to enthrall students and colleagues with a multitude of stories over a lifetime of teaching; and

WHEREAS, one of his guiding beliefs in life is to always do the right thing;

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

Doyle Privett

[Signature]

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Bruce Domazlicky

WHEREAS, Dr. Bruce Domazlicky has dedicated twenty-eight years of faithful and generous service to Southeast Missouri State University; and

WHEREAS, he was an outstanding and inspiring teacher and mentor to thousands of students; and

WHEREAS, he was recognized for teaching excellence by his colleagues in the Harrison College of Business, as a recipient of the Copper Dome Faculty Teaching Award; and

WHEREAS, he published many scholarly articles in high-quality journals and presented papers at meetings of professional organizations; and

WHEREAS, he is the founding director of the Center for Economic and Business Research (1996), and through his exceptional leadership over the past sixteen years, this Center has developed a reputation for doing excellent, informative analysis that guided community leaders and key decision makers and contributed to a better understanding of the business and economic climate in Southeast Missouri; and

WHEREAS, he engaged students and colleagues in research projects examining the Southeast Missouri regional economy; and

WHEREAS, he served the economics profession by reviewing manuscripts for journals and serving as a discussant at professional meetings; and

WHEREAS, he was the founder of the Economics club that later became the Economics and Finance Club; and

WHEREAS, he established the campus chapter, and served as the faculty sponsor of, Omicron Delta Epsilon, the National Honor Society in Economics; and

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

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

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


Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Dieter Jedan

WHEREAS, Dr. Dieter Jedan has fulfilled the duties of Department Chair for twenty years with efficiency and enthusiasm, attending to personnel, curriculum, budget, innovative technology, fundraising, and a myriad of other duties; and

WHEREAS, he made abundantly clear to student and colleague alike that the study of foreign languages and cultures (and going abroad to do so) was one of the most important things a person could do in preparation for career and life; and

WHEREAS, he has always been supportive and encouraging to the faculty in his department with an open door for questions and availability to help at any time; and

WHEREAS, he led the successful combining of the disciplines of Anthropology, Geography, and Foreign Languages into a Department of Global Cultures and Languages with a redesigned curriculum into a combined degree in Global Cultures and Languages; and

WHEREAS, he is an outstanding teacher of German language and culture at all levels of study and has organized and led study trips for students to Germany twenty times in the past twenty years; and

WHEREAS, he has actively participated in and served as an officer in many professional organizations at the state, regional and national level, has made numerous conference presentations, has published, edited, and translated numerous articles and books; and

WHEREAS, he has traveled to Europe, Central America and South America to execute duties concerning the department’s exchange institutions abroad and has been a tireless promoter of study abroad raising thousands of dollars in scholarship funds for study abroad from Friends of the Department; and

WHEREAS, he has served on numerous committees at the department, college, and university levels;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Dieter Jedan for his outstanding service to Southeast Missouri State University by conferring upon him the status of Chairperson and Professor Emeritus of Global Cultures and Languages on behalf of the University and its students, faculty, staff, and administration on this on this twelfth day of April, Two Thousand Thirteen.

Doyle Privett

Doyle L. Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Thomas H. Kiehne, Ph.D.

WHEREAS, Thomas H. Kiehne has dedicated over ten years of service to Southeast Missouri State University; and

WHEREAS, he has distinguished himself by showing involvement and possessing the abilities as a highly-skilled member of the Department of Educational Leadership and Counseling; and

WHEREAS, he has been a loyal team member and brought a smile to the face of his co-workers on many occasions; and

WHEREAS, he has faithfully and effectively served the Southeast region school districts by providing guidance and council to many present and future school administrators; and

WHEREAS, he has worked diligently as program coordinator and advisor to students in the Master of Arts in Higher Education Administration; and

WHEREAS, he has worked diligently in the development of the Master of Arts in Teacher Leadership degree program and served as advisor to numerous students in the Master of Arts in Educational Administration and Specialist in Educational Administration degree programs; and

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

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

[Signature]

Doyle Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Ms. Karen Kight

WHEREAS, Karen Kight has dedicated over ten years of faithful service to Southeast Missouri State University; and

WHEREAS, during those years, she has been an outstanding classroom teacher delivering courses to approximately 3,000 students—including graduate students; and

WHEREAS, for well over a decade she managed Missouri’s 7th district tournament in speech, debate, and theatre for the Missouri State High School Activities Association, each year bringing hundreds of high school students from twenty-two high schools to our campus to participate in the state qualifying event; and

WHEREAS, she was honored with various teaching and service awards, such as the 2009 College of Liberal Arts Service Award and the Success-in-Scholarship/Sports/Service Award in 2011 for the College of Liberal Arts; and

WHEREAS, many of her students went on to top careers in a variety of professions, crediting her (in cards, letters, and personal visits) with their ability to communicate well and excel on the job; and

WHEREAS, she was the chief architect of our Information Literacy Unit in SC105: Fundamentals of Oral Communication, collaborating with Claudia Ruediger and other library faculty; and

WHEREAS, she has presented numerous papers at professional meetings such as the Basic Course Director’s Conference and the Speech & Theatre Association of Missouri’s annual convention; and

WHEREAS, she has served her department as a member, and often chair, of various committees and has also served as its faculty representative to College Council; and

WHEREAS, she has long served as her department’s library liaison; and

WHEREAS, she has served as advisor to the Alpha Phi Omega service, leadership and friendship fraternity; and

WHEREAS, she has often delighted—and enlightened—her colleagues with her wit, anecdotes, and stories; and

WHEREAS, she has—in these and other ways—served her students, her colleagues, her University, and her community well;

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

Doyle Privett

[Signature]

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Franklin D. Nickell

WHEREAS, Dr. Franklin D. Nickell has provided over forty-three years of service to Southeast Missouri State University; and

WHEREAS, during those years, he has been an inspiring and dedicated instructor of American history; and

WHEREAS, he held the position of director of the Center for Regional History since 1990, establishing it as a key institution for the study of, and publications about, Southeast Missouri’s heritage; and

WHEREAS, he provided valued leadership to his colleagues as chair of the Department of History from 1978 to 1983; and

WHEREAS, he trained dozens of graduate students in his advanced courses in US history, supervising theses, research papers and majors projects; and

WHEREAS, his survey courses in American history were as rigorous as they were popular; and

WHEREAS, he introduced History Day to Southeast Missouri, leading it to become the largest event in the state; and

WHEREAS, his award-winning radio show, “Almost Yesterday,” vividly chronicled the history of the region for listeners; and

WHEREAS, before becoming a full-time member of the Department of History, he served in an impressive range of assignments for Southeast, including Bursar and Head Start Coordinator; and

WHEREAS, he mentored fellow faculty members in the Department of History, serving as an encouraging example of classroom and professional engagement; and

WHEREAS, he led generations of new faculty members on regional tours each fall, an event that became the highlight of their introduction to the University; and

WHEREAS, his outreach to all of Southeast Missouri, and his encouragement of the study of history, led to such success that he became not only a well-known, but also a beloved, representative of the Department of History;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Franklin D. Nickell for his outstanding service to Southeast Missouri State University by conferring upon him the status of Associate Professor Emeritus of History on behalf of the University and its students, faculty, staff, and administration on this on this twelfth day of April, Two Thousand Thirteen.

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Bjorn Olesen

WHEREAS, Dr. Bjorn Olesen is retiring after having served the Department of Chemistry and Southeast Missouri State University with distinction for thirty-seven years; and

WHEREAS, he has distinguished himself as a Professor of Chemistry, always striving for teaching excellence in the classroom; and

WHEREAS, he has exemplified the teacher-scholar model; and

WHEREAS, he has served the department, college, and University with distinction on multiple committees; and

WHEREAS, he has served as the coordinator of the medical technology program; and

WHEREAS, he has served as an advisor extraordinaire for an untold number of chemistry and medical technology majors, providing guidance and wisdom to them as they pursued their career goals; and

WHEREAS, he has mentored many students in the classroom and research lab; and

WHEREAS, he coauthored the successful NSF IRES “US-India Summer Program for Research in Green Chemistry” grant proposal that has provided the opportunity for some of our chemistry students to go abroad and experience a culture much different from our own while also gaining valuable research experience; and

WHEREAS, he served as a sounding board for ideas or as a source of advice whenever his chairperson sought him out; and

WHEREAS, he always served as a voice of reason and calm within the department; and

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

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Bjorn Olesen for his outstanding service to Southeast Missouri State University by conferring upon him the status of Professor Emeritus of Chemistry on behalf of the University and its students, faculty, staff, and administration on this on this twelfth day of April, Two Thousand Thirteen.

Doyle Privett

Doyle L. Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Carolyn M. Rainey

WHEREAS, Dr. Carolyn M. Rainey has provided over thirty-six years of devoted service to Southeast Missouri State University; and

WHEREAS, growing up on the family farm near Miner, she gathered eggs, rounded up the milk cows, drove the tractor, and could pick a little less than one hundred pounds of cotton in a day; and

WHEREAS, she first came to Southeast in 1964 on a full scholarship that paid her tuition and fees of $30 per semester; and

WHEREAS, she served as a student worker for women’s physical education when wages were one penny per minute; and

WHEREAS, she earned a degree in business education in December 1967, taught at Poplar Bluff High School and the Rolla Career Center before earning a doctor of education from the University of Missouri and returning to her alma mater; and

WHEREAS, she founded Southeast’s Phi Beta Lambda chapter and served as a faculty advisor throughout her career, mentoring over one thousand business leaders in the organization; and

WHEREAS, she supervised more than two hundred business education majors, many of whom continue to teach throughout the region; and

WHEREAS, she is credited with teaching Southeast’s first online course and subsequently training others to do the same; and

WHEREAS, her fondest memories include serving on commencement committees; and

WHEREAS, she twice provided highly-effective leadership to her department as interim chair; and

WHEREAS, she has been a respected colleague in the Donald L. Harrison College of Business, leaving a legacy of patience, wisdom, and friendship;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. Carolyn M. Rainey for her outstanding service to Southeast Missouri State University by conferring upon her the status of Professor Emerita of Business Education on behalf of the University and its students, faculty, staff, and administration on this on this twelfth day of April, Two Thousand Thirteen.

Doyle Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. David Ritter

WHEREAS, Dr. David Ritter has dedicated over twenty-two years in service to Southeast Missouri State University, the Department of Chemistry, his colleagues, and his students; and

WHEREAS, he has distinguished himself as a Professor of Chemistry with teaching excellence, having won the College of Science, Technology, and Agriculture Teaching Award in back-to-back years; and

WHEREAS, he holds the distinction of being the first ever winner of the Southeast Missouri State University PRIDE Award for excellence in teaching, an extraordinary level of scholarship and service, and overall accomplishments that are especially noteworthy; and

WHEREAS, he was a perennial favorite among his students while still maintaining a high level of academic rigor in his classes; and

WHEREAS, he was a tireless champion for the welfare and safety of students and faculty alike in the department and the college; and

WHEREAS, he fought for the integrity and rigor of all academic chemistry programs; and

WHEREAS, he was a steadfast voice of reason and common sense in and out of departmental meetings; and

WHEREAS, he believed in doing the right thing regardless of its ease or popularity; and

WHEREAS, he has been an example of a caring teacher, a consummate scientist, a competent colleague, and a loyal mentor and friend whose influence will be missed;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Dr. David Ritter for his outstanding service to Southeast Missouri State University by conferring upon him the status of Professor Emeritus of Chemistry on behalf of the University and its students, faculty, staff, and administration on this on this twelfth day of April, Two Thousand Thirteen.

Doyle Privett

Doyle L. Ruvett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Doris L. Shands

WHEREAS, Doris L. Shands has dedicated eleven years of faithful service to Southeast Missouri State University; and

WHEREAS, during those years, she has been an outstanding instructor of elementary education course work and supervisor of teacher candidates in their field experiences in area elementary schools; and

WHEREAS, she has served as a respected member of the elementary education program faculty through a number of curriculum revisions and program accreditation cycles; and

WHEREAS, she has been a valuable resource for education students at the Southeast Missouri State University campuses at Malden, Kennett and Sikeston; and

WHEREAS, she has enjoyed working with both young adults and non-traditional students at the regional campuses and believes that these campuses serve a vital purpose in helping residents who might not otherwise be able to earn a college degree; and

WHEREAS, she has also been an educational leader for the Poplar Bluff R-I School District, serving as an Elementary Principal for nine years; and

WHEREAS, she impacted the lives of innumerable elementary-aged children as a speech therapist, counselor, and director of special education services for the Neelyville R-IV School District for nineteen years; and

WHEREAS, she has valued having the opportunity to observe and influence the progression of learning from preschool age children to college graduates; and

WHEREAS, she has also been a loving wife, mother, grandmother, and great-grandmother; and

WHEREAS, her love for education is best summarized by her parting words to her colleagues at Southeast when she stated; “I’ve often wondered how I was so lucky to be paid for doing something I enjoyed so much;”

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Cynthia Jeter Yanow

WHEREAS, Cynthia Jeter Yanow has dedicated twelve years of faithful and dedicated service to Southeast Missouri State University; and

WHEREAS, during those years, she has been an outstanding and inspiring teacher of journalism and broadcasting; and

WHEREAS, she has served as internship coordinator, organizational sponsor, and friend and mentor to many students; and

WHEREAS, she has pursued scholarly activities as a presenter at academic conferences; and

WHEREAS, she has engaged in professional activities as a broadcaster and journalist; and

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

WHEREAS, she has been a dedicated teacher, mentor, and colleague;

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

Doyle Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Janice L. Adams

WHEREAS, Janice L. Adams has dedicated over nineteen years of service to Southeast Missouri State University, Malden campus; and

WHEREAS, she has distinguished herself by showing involvement and possessing the abilities as a highly-skilled member of the clerical staff working tirelessly to keep the operations of the Bootheel Education Center in order; and

WHEREAS, she has been a loyal team member and brought a smile to the face of her co-workers on many occasions; and

WHEREAS, she has faithfully and effectively served the students, faculty, and staff in her efforts to provide quality services to the students of the campus; and

WHEREAS, she has always made students feel at ease when they came to the Bootheel Education Center and assisted and directed them with a smile; and

WHEREAS, she has willingly made herself available to open and close the Center as needed on Saturdays and to work extra hours when needed; and

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

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

[Signature]

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

David Andrews

WHEREAS, David Andrews has dedicated over twenty-five years of service to Southeast Missouri State University; and

WHEREAS, during those years, he has served as the videographer of the University’s growth and accomplishments, thereby preserving Southeast’s history for future generations to come; and

WHEREAS, he has documented the history and performance of Southeast Athletics teams by shooting footage of all men’s and women’s sports, traveling with the teams, producing weekly coaches’ shows and providing broadcast highlights for local, regional and national media outlets; and

WHEREAS, he has produced numerous award-winning video projects, including the “Academic Hall Celebrating 100 Years” and “Cape Girardeau: The First 200 Years” videos; and

WHEREAS, he has honored alumni and friends of the University with videos recognizing their achievements and contributions; and

WHEREAS, he has continually provided video coverage of important University events including news conferences, ribbon cuttings, Speakers Series events and the annual Martin Luther King Jr. Celebration Dinner; and

WHEREAS, he has trained and mentored many student workers, giving them the invaluable, real-world experience of working and learning in a professional video production facility; and

WHEREAS, he has worked numerous nights and weekends to meet deadlines for video projects, all the while keeping a purposeful and positive attitude; and

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

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Arvilla Early-Reinwald

WHEREAS, Arvilla Early-Reinwald has dedicated over seven years of service to Southeast Missouri State University; and

WHEREAS, she has distinguished herself by possessing the abilities as a highly-skilled member of the Southeast Regional Professional Development Center working tirelessly to serve school districts in Southeast Missouri; and

WHEREAS, she has been a loyal team member and an exemplary wife, mother, grandmother, and daughter; and

WHEREAS, she has faithfully and effectively served the students, parents, faculty, and staff in several regional school districts serving in an array of positions: teacher, instructional coach, building principal and superintendent, all focused on improving student achievement; and

WHEREAS, she has provided expert and invaluable assistance to school administrators as a valued and highly-regarded mentor; and

WHEREAS, she has been involved in professional development trainings focused on curriculum, instruction and assessment sponsored by the Missouri Department of Elementary and Secondary Education; and

WHEREAS, she has been a consummate professional, a willing colleague, a wise counselor, and a loyal friend; and

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

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

Doyle Privett

Doyle L. Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR
Deborah Simmons Fulton

WHEREAS, Deborah Simmons Fulton attended Southeast Missouri State University, Southern Illinois University, Shawnee College, and is a graduate of the Business College Program at the Office Training School of Cape Girardeau; and she began her career at Southeast Missouri State University on July 26, 1976, and faithfully served under seven of the 17 college and university presidents, including Presidents Leestamper, Stacy, Foster, Stroup, Atchley, Nitzchke, and Dobbing; and

WHEREAS, she was originally hired as the secretary/stenographer in the Department of Clinical Education in the University Lab School where her own daughter accompanied her to work each day, and attended the Lab School through the sixth grade; and during her eight years at the Lab School, Deborah Simmons Fulton provided support and guidance in a K-12 school that was a department of the College of Education under Dean Millford Holt, and she had numerous duties, including registering students for classes, administering transcripts, paying referees at basketball games, using ditto and mimeograph machines for daily bulletins and publications, and using the one Xerox machine in the dean's office (with permission only), along with serving, on occasion, as the school nurse, including taking care of playground injuries and checking for fever; and

WHEREAS, Deborah Simmons Fulton served as the executive secretary in the Provost's Office from 1984 to 1992, and was tapped by the 14th president of Southeast Missouri State University, Dr. Kala Stroup, to be Executive Associate to the President and Secretary to the Board of Regents; and

WHEREAS, during her 21-year tenure in the President's Office, Deborah Simmons Fulton was invaluable to the administrations of Dr. Stroup, Interim President Bill Atchley, President Dale Nitzchke, and for 14 years has faithfully and admirably served President Kenneth W. Dobbs, performing a wide array of duties, including the organization of 25 to 35 special events per year, hosting dignitaries and special guests, becoming an expert on both Wildwood, the traditional home of the President, and The Boat House; hiring and mentoring hundreds of student workers; working with the President and First Lady Jennifer Dobbs to create festive and imaginative presentations for University guests and holiday gatherings; fostering and maintaining Board, donor, legislative, and Friend of the University relationships; serving as a member of the President's Executive Team and keeping members of the team on task; participating in and taking notes for Administrative Council; and successfully working as a member of the President's Office team; and

WHEREAS, when Deborah Simmons Fulton found the original 1873 Board of Regents records book unceremoniously lying on a shelf in Academic Hall's vault, she recognized the importance of Board documents as a history of the institution and made it her mission to preserve Board records, and with President Dobbs' support, transferred the original Board documents to University Archives and the Rare Book Room, and utilized technology to advance Board records and history, including the use of iPads in February 2012 for all Board members; and

WHEREAS, Deborah Simmons Fulton presided as secretary to the Board at more than 145 Board of Regents meetings, transcribed more than 2,200 pages of Board minutes (without acquirng carpal tunnel syndrome), and created and worked with more than 30 different members of the Board, all the while performing professionally with grace under pressure, maintaining total confidentiality where appropriate, attesting to the Board's approval for the issuance of millions in construction bonds, and paying attention to every detail; and

WHEREAS, during her tenure as the Secretary to the Board of Regents, the Board completed major physical enhancements at Southeast such as the construction of Robert A. Dempster Hall; development of the River Campus property; construction or renovation of six residence halls; renovation of A.S.J. Carnahan Hall, Magill Hall, and Academic Hall; construction of the Otto and Della Seabough Polytechnic Building; construction of two additions to the Student Recreation Center; renovation of the Towers Complex; establishment of Regional Campuses in Sikeston and Kennett, to name only a few; consequently, during her tenure, the University experienced record enrollments and record accreditations of many academic programs; and

WHEREAS, Deborah Simmons Fulton represented the University both locally and nationally, serving as a member of the Adult Learning Advisory Committee from 1989 to 1995, and in various leadership positions, including two terms as president of the Professional Secretaries International (International Association of Administrative Professionals), and serving a three-year term on the Association of Governing Board of Universities and Colleges (AGB) Professional Staff Planning Committee, and participating in numerous conferences and presentations at the annual conferences of the AGB; and serving on the Board of Directors of the Salvation Army; and

WHEREAS, Deborah Simmons Fulton was a recipient of the Professional Secretaries International Missouri Division Award for Outstanding Service; and

WHEREAS, Deborah Simmons Fulton has been an outstanding mentor and role model to numerous University faculty and staff, a multitude of student workers, and graduate assistants, and she consistently brightened the days of coworkers by always keeping calm and giving wise counsel;

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Regents expresses its appreciation and congratulations to Deborah Simmons Fulton for her outstanding service to Southeast Missouri State University by conferring upon her the status of Executive Associate to the President and Secretary to the Board of Regents honors on behalf of the University and its students, faculty, staff, and administration on this on this twelfth day of April, Two Thousand Thirteen.

Doyle Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Sharon M. Hale

WHEREAS, Ms. Sharon M. Hale provided exceptional uninterrupted service to the Donald L. Harrison College of Business at Southeast Missouri State University; and

WHEREAS, Sharon, with grace and good humor, contributed to successful reorganizations of the Harrison College of Business, the Department of Business Education and the Department of Administrative Services; and

WHEREAS, Ms. Hale contributed to the growth and development of hundreds of students through her supervision and mentoring of student lab assistants; and

WHEREAS, Sharon not only survived but successfully managed a technology revolution as the college’s computer resources evolved from one small lab containing three Commodore computers, two AppleII+ computers, one IBM Displaywriter and one IBM Memorywriter to three large teaching labs each housing forty-five up-to-date, networked computers, an applied networking lab, and a multimedia lab; and

WHEREAS, Sharon demonstrated a commitment to excellence and continuous improvement through her willingness to take on new and more complex responsibilities; and

WHEREAS, Ms. Hale, provided excellent advice and counsel to Harrison business students preparing resumes for the College’s very successful St. Louis Interview Days that has placed hundreds of business graduates in their first professional position;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Neil F. Hermann

WHEREAS, Neil F. Hermann has dedicated over twenty-two years of faithful and unstinting service to Southeast Missouri State University; and

WHEREAS, he has distinguished himself by being the premiere Farm Manager of the David M. Barton Agriculture Research Center; and

WHEREAS, he has earned the academic respect of the region, faculty and students by his masterful administration of the David M. Barton Agriculture Research Center; and

WHEREAS, he is a regionally recognized expert in animal science and crop management; and

WHEREAS, he earned a Master Degree of Public Administration from Southeast Missouri State University; and

WHEREAS, he provided valuable counsel to the faculty of the Department of Agriculture; and

WHEREAS, he has mentored and counseled two generations of aspiring agriculture students; and

WHEREAS, he provided marketing and financial oversight of the department's primary auxiliary; and

WHEREAS, he participated in field research with the faculty; and

WHEREAS, he is a deeply cherished member of the Department of Agriculture;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Mark C. Hogan

WHEREAS, Mark C. Hogan has dedicated eighteen years as Head Baseball Coach at Southeast Missouri State University; and

WHEREAS, he has compiled a 526-456-1 (.536) record and has recorded the most wins in school history; and

WHEREAS, he has guided the Redhawks to an Ohio Valley Conference record eighteen straight conference tournament appearances, playing in the Ohio Valley Conference Tournament title game seven times; and

WHEREAS, he has posted fifteen or more league victories in eight seasons; and

WHEREAS, he was named the 2002 Ohio Valley Conference Coach of the Year after capturing both the regular-season and conference tournament titles and advancing to the NCAA Tuscaloosa Regional; and

WHEREAS, he has led the Redhawks to NCAA Tournament appearances in 1998 and 2002; and

WHEREAS, he has coached a total of eighty All-Ohio Valley Conference honorees, including forty first-team, thirty second-team, and ten All-Freshman Team selections; and

WHEREAS, he has coached thirteen All-Americans, two Hall of Famers and fifteen Major League Draft picks; and

WHEREAS, he guided his team to an Academic Achievement Award in 2011, an honor bestowed upon the team with the most student-athletes carrying a 3.25 or better grade point average;

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

Doyle Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Lewis F. (Rick) Hux

WHEREAS, Lewis (Rick) F. Hux received a Bachelor of Science in Education, a Master of Arts in Teaching and an Education Specialist degree from Southeast Missouri State University; and

WHEREAS, Rick has superintendent, secondary principal and teaching certifications; and

WHEREAS, Rick taught for Dexter Public Schools, Southeast Missouri State University, Sterling College and Southwest Baptist University; and

WHEREAS, Rick served the Southeast Missouri Superintendent’s Association, the Ozarks Foothills Superintendent’s Association, the Black River League Superintendent’s Association, the Greater Poplar Bluff Superintendent’s Association, the Southeast Missouri Principals Association, the Stoddard County Principal’s Association, and the Southeast Missouri Activities Association; and

WHEREAS, Rick provided exceptional leadership establishing the Crisp Bootheel Education Center and transforming this center into the Southeast Missouri State University Malden campus; and

WHEREAS, Rick’s efforts, guided by great wisdom and political perception, helped form important partnerships, increased giving to scholarships and strengthened relationships with local school districts; and

WHEREAS, his leadership and mentoring over twelve years as director of the Southeast Missouri State University Malden campus had a positive impact on hundreds of individuals seeking to better themselves through post-secondary education;

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

Doyle Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Linda S. Little

WHEREAS, Linda S. Little has dedicated twenty-three years of faithful and unstinting service to Southeast Missouri State University; and

WHEREAS, during those years, she has distinguished herself by showing involvement and possessing the abilities as a highly-skilled Coordinator of Advising for the College of Health and Human Services working tirelessly as a great resource, expert, and wealth of knowledge for students and faculty; and

WHEREAS, she has served as an outstanding and loyal team member and brought a smile to the face of her co-workers on many occasions; and

WHEREAS, she has faithfully and effectively served the students, their concerned family members, faculty and staff in her efforts to provide quality services to the students of the College of Health and Human Services; and

WHEREAS, she has been a troubleshooter in resolving predicaments related to advisement; and

WHEREAS, she has worked numerous long events and lead efforts in First Step, Transfer Orientation, International Student Orientation, Opening Week for applicants and incoming students, all the while keeping a purposeful and efficient attitude; and

WHEREAS, she has provided expert and invaluable assistance to the faculty, staff and students as a much-valued and highly-regarded mentor; and

WHEREAS, she has been an exemplary wife, mother, and friend; and

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

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Susan K. Ludwig

WHEREAS, Susan K. Ludwig has dedicated over thirty-six years of service to Southeast Missouri State University; and

WHEREAS, while serving as the first administrative assistant for the newly formed School of University Studies, she edited the University Studies Handbook for eighteen years, from its first edition in 1988 through the 2005-2006 edition, increasing from seventy-two pages to two hundred and twenty-four pages; and

WHEREAS, her deep knowledge of University policies and procedures made the operations of the Vice Provost’s office run very smoothly and efficiently; and

WHEREAS, callers to the Vice Provost’s office could always count on being greeted by her friendly and pleasant voice; and

WHEREAS, she took on many additional duties when Graduate Studies was reorganized, yet did these duties with just as much professionalism and dedication as she devoted to her other duties; and

WHEREAS, when presented with problems, she always buckled down and tackled them in her quiet, but can-do way; and

WHEREAS, she always treated everyone at the University with a pleasant greeting and a big smile; and

WHEREAS, the majority of her career at Southeast she served above and beyond the call of duty by having the good fortune (or misfortune) of working with a succession of biologists, including Dr. John Hinni, Dr. Fred Janzow, and Dr. Bill Eddleman; and

WHEREAS, from 2007 to 2012 she managed the class enrollment and organized all travel and lodging for thirty students and four faculty advisors attending the annual week-long seminar at the Center for Strategic and International Studies (CSIS) in Washington, DC; and

WHEREAS, her musical abilities extend to playing in both a band and at her church; and

WHEREAS, she is greatly missed in the Office of the Vice Provost and Dean of Graduate Studies;

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

Doyle Privett

Doyle L. Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Vida Mays

WHEREAS, Vida Mays has dedicated twelve years of service to Southeast Missouri State University; and

WHEREAS, she provided expert pre-college counseling to countless students and families during her tenure as the Director of Pre-Collegiate Programs; and

WHEREAS, she has distinguished herself by showing involvement and dedication to the University’s service region through the administration of the Bootheel Partnership Gear-Up Program, an initiative that provided participating students with positive role models that helped open their minds to opportunities and choices that await them after high school; and

WHEREAS, the university’s relationships with the Hayti, Caruthersville, Charleston and Pemiscot County Public School Districts were strengthened as a result of their participation in the Bootheel Partnership Gear-Up Program; and

WHEREAS, Vida was instrumental in the success of the Dr. Martin Luther King Jr. Dinner celebrations from 2009 through 2011, where nationally recognized speakers Michael Eric Dyson, Christopher Gardner, and Roland Martin attracted record attendance and community support for this significant university event; and

WHEREAS, In 2009 and in the years thereafter, Vida sought and received the College Access Challenge Grant, a grant funded through the College Cost Reduction and Access Act of 2007 for the purpose of fostering partnerships aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education; and

WHEREAS, Vida worked with the Cape Girardeau Public School District to use the College Access Challenge Grant to lower the districts high school dropout rate and increase college attendance rates; and

WHEREAS, she is recognized as a mentor of countless first-generation college students whose lives were transformed as a result of her efforts to provide summer programming, one-on-one mentoring, college tours, and the encouragement to achieve one’s full potential in life; and

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

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Andrew S. Neace

WHEREAS, Andrew S. Neace has dedicated over eight years of faithful service to Southeast Missouri State University in the Facilities Management Department serving as a custodian and groundskeeper; and

WHEREAS, he has distinguished himself as a highly-skilled groundskeeper and has exhibited a strong commitment to ensuring the safety of the staff and students on campus; and

WHEREAS, he has faithfully reported for duty during all times of the day never allowing weather or other hardships to keep him from his duties; and

WHEREAS, he has faithfully and effectively served the students, faculty, and staff in his efforts to keep the grounds beautifully maintained; and

WHEREAS, he served with a high level of integrity and exemplified true dedication to the Facilities Management department; and

WHEREAS, his dedication, patience and gentle nature earned him respect among all trades within Facilities Management and throughout the campus community; and

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

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

Doyle Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Terry L. Nelson

WHEREAS, Terry L. Nelson has dedicated thirty-three years of service to Southeast Missouri State University; and

WHEREAS, she has distinguished herself by possessing the abilities as a highly-skilled member of the clerical and technical staff working tirelessly to keep the operations of the Office of the Registrar in order; and

WHEREAS, as the Scheduling Specialist, she maintained the integrity of the master catalog and master schedule in a manner that allowed for the accuracy of both student enrollments and student academic records; and

WHEREAS, she has faithfully and effectively served the students, faculty, and staff in her efforts to provide quality services to all campus constituents; and

WHEREAS, she has been a loyal team member and brought a smile to the face of her co-workers on many occasions; and

WHEREAS, she has provided excellent training to many current and new staff members so they could maneuver through the maze that is Banner; and

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

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

WHEREAS, she provided the most tasty rice krispie treats and other goodies on the occasional Registrar’s Office food day; and

WHEREAS, she started and ended her career at Southeast in Memorial Hall;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Jan Onderdonk

WHEREAS, Jan Onderdonk has dedicated thirty years of service to Southeast Missouri State University, serving as the Senior Administrative Assistant for six different Athletic Directors during her career; and

WHEREAS, she has been a loyal team member, serving in a number of different capacities assisting the Department of Athletics; and

WHEREAS, she has worked as the liaison for the Department of Athletics and Hall of Fame Committees, while helping with departmental policies and procedures; and

WHEREAS, she assisted in Southeast Missouri State University’s transition from NCAA Division II to NCAA Division I athletics; and

WHEREAS, she was involved in the school’s official nickname/mascot change; and

WHEREAS, she helped administer three NCAA Certifications and three NCAA Gender Equity reviews; and

WHEREAS, she was an integral part of many championship events which Southeast Missouri State hosted;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Danny L. Rees

WHEREAS, Danny L. Rees, has dedicated twenty-eight years of service as an Employee of the Facilities Management Department and faithfully served Southeast Missouri State University and the people of the State of Missouri as a licensed Plumber; and

WHEREAS, he has used his skills and experience to maintain University buildings and equipment ensuring that Southeast is the University of First Choice; and

WHEREAS, Danny has responded to an extremely wide array of problems and situations on numerous occasions to help ensure that the campus is a safe and comfortable environment; and

WHEREAS, due to his dedication, he has worked long hours both within his trade or providing support to other trades to unclog drains, support construction and renovation of facilities, and provide expertise in managing emergency situations such as flooding; and

WHEREAS, his positive attitude, high quality of workmanship, and willingness to go the extra mile in making sure a job is done right the first time has contributed significantly to the quality of the unseen infrastructure of the University; and

WHEREAS, he served with a high level of integrity and exemplified true dedication to his fellow employees, to his job responsibilities, to the Facilities Management department and to the University;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Dr. Patricia C. Ryan

WHEREAS, Dr. Patricia C. Ryan has completed more than twelve years of service to Southeast Missouri State University as Director of Institutional Research; and

WHEREAS, she served through a period in which the demands for institutional research, data-driven management, and accountability reporting increased exponentially; and

WHEREAS, Pat reorganized and professionalized the Office of Institutional Research and developed a national reputation as an institutional research professional; and

WHEREAS, Pat worked diligently with other institutional research professionals in the state of Missouri to shape and respond to constantly shifting reporting demands from the Missouri Department of Higher Education; and

WHEREAS, she built from the ground up efficient, labor-saving systems for generating reports; and

WHEREAS, Pat built a well-earned reputation for customer service having developed a formal on-line request procedure and a culture of quick and orderly response to requests, all delivered with a cheerful can-do attitude; and

WHEREAS, she served as a mentor to graduate assistants in the Office of Institutional Research, imparting to them knowledge both personal and professional that contributed to their future success; and

WHEREAS, she made numerous presentations at national conferences, most recently co-authoring a chapter in The Handbook of Institutional Research (Association for Institutional Research 2012) entitled, “Tools for Measuring the Effectiveness of Institutional Research;” and

WHEREAS, Pat served and continues to serve actively as a peer reviewer for the Higher Learning Commission in both the AQIP and PEAQ processes; and

WHEREAS, she was integral to the writing of the University’s AQIP Systems Portfolio, its subsequent evaluation, and the University’s response leading up to full institutional reaccreditation in fall 2012 and the recognition of the University as a national leader among four-year AQIP institutions; and

WHEREAS, Pat never hesitated to insert her mischievous sense of humor into even the most unlikely of situations and she never passed up an excuse to throw an office party -- from birthday events to the Freeze Day Follies (occurring at 4th week census); and

WHEREAS, she always was compassionate and caring in her relationships with colleagues and students and leaves the University with a highly functioning, professional office ready to build on a solid foundation of success;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

John R. Schenimmann

WHEREAS, John R. Schenimmann has dedicated forty years of faithful service to Southeast Missouri State University in the Facilities Management Department, serving as Painter Journeyman; and

WHEREAS, he used his knowledge and experience in painting to ensure painting projects and maintenance were completed efficiently and professionally; and

WHEREAS, he was dedicated to quality and worked with management and his colleagues to ensure the campus was properly maintained; and

WHEREAS, he served with a high level of integrity and exemplified true dedication to the Facilities Management department; and

WHEREAS, he has cooperated fully with fellow employees and supervisors in the performance of his duties; and

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

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Richard Seyer

WHEREAS, Richard Seyer has dedicated over twenty-seven years of faithful service to Southeast Missouri State University in the Facilities Management Department; and

WHEREAS, he has distinguished himself as a highly-skilled plant operator, responsible for operating and maintaining the various pieces of equipment and pipeline required to provide steam to campus; and

WHEREAS, he has faithfully reported for duty during all times of the day never allowing weather or other hardships to keep him from his duties at the Power Plant; and

WHEREAS, he has faithfully and effectively served the students, faculty, and staff in his efforts to keep the Power Plant on-line and provide utilities to the campus; and

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

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Cathy Stitz

WHEREAS, Cathy Stitz has dedicated over twenty-one years of service to Southeast Missouri State University; and

WHEREAS, she always performed her duties as Library Technical Assistant I in a diligent and detailed manner; and

WHEREAS, she always tried to make Kent Library a better place for all personnel in the Southeast community and actively promoted the library services and activities across campus; and

WHEREAS, she distinguished herself as the official Kent Library photographer for all events, such as Athenaeum programs, library remodeling projects, retirement parties, etc.; and

WHEREAS, with her photography, she became an accomplished photographic storyteller and preservationist of Kent Library activities; and

WHEREAS, she always had a smile for everyone she met, and she never met a stranger; and

WHEREAS, she had a special affinity for helping to make the International students feel at home and comfortable in our country; and

WHEREAS, we wish Cathy exciting trips to California to visit with her family, increased opportunities for walking on the red carpet, excellence in her continued business partnership with her husband, and happiness and prosperity during her retirement;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Debra L. Turnbow

WHEREAS, Debra L. Turnbow has dedicated over twenty four years of service to Southeast Missouri State University; and

WHEREAS, she has consistently showed a strong work ethic and commitment to the University in every position she has held; and

WHEREAS, she has faithfully and effectively served the students, faculty, and staff in her efforts to provide quality services to the campus; and

WHEREAS, she has served as trainer, mentor, and friend to all Banner finance users; and

WHEREAS, she has actively served the professional staff community in her position of Secretary/Treasurer for Professional Staff Council; and

WHEREAS, she has encouraged and promoted a healthier lifestyle at home and at work through the Shape Up Southeast program; and

WHEREAS, she will be deeply missed, both professionally and personally, by many individuals across campus;

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

Doyle Privett

Doyle L. Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Linda K. Vogelsang

WHEREAS, Linda K. Vogelsang, has dedicated twenty-five years of service to Southeast Missouri State University students, staff, and faculty; and

WHEREAS, Linda has devoted numerous late nights and weekends tending to students in crisis; and

WHEREAS, she has provided guidance and inspiration to thousands of students and families at Southeast Missouri State University’s Opening Week and orientation programs; and

WHEREAS, Linda has worked many years to develop a campus culture supportive of students with eating disorders and for survivors of domestic violence; and

WHEREAS, she has served as a mentor and supervisor for many students in counseling training and student affairs and career development; and

WHEREAS, Linda was instrumental in the development of a campus which promoted diversity and inclusion of cultural and ethnic groups; and

WHEREAS, she provided leadership and assistance to numerous campus committees including Opening Week, TRIO Advisory Board, Martin Luther King Jr. Steering Committee, Professional Staff Council, and Diversity Peer Educational Training; and

WHEREAS, Linda has served thousands of students with personal counseling and consultation to staff and faculty as a highly-dedicated advocate for mental health concerns;

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

Doyle Privett
President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Jackie S. Wortmann

WHEREAS, Jackie S. Wortmann began her tenure at Southeast Missouri State University in 1996 as Supervisor of the MAST (Math and Science Teacher) AnswerLine, serving commendably in that capacity until 2002 when she accepted a position with the university based Missouri NASA Education Program; and

WHEREAS, she has faithfully, diligently, and meritoriously served that program as the Coordinator of the Missouri NASA Educator Resource Center and, concurrently, as the NASA Education Specialist for the Southeast Missouri Region and the Math Resource Center Coordinator; and

WHEREAS, under her guidance and leadership as Coordinator, the Missouri NASA Educator Resource Center, during its almost thirteen year operational period, hosted 12,500 visitors, distributed 835,000 NASA educational products statewide to schools, teachers, students, and the general public, and oversaw the delivery by Educator Resource Center personnel throughout Missouri of over 10,350 instructional presentations and training workshops that directly impacted almost 83,000 teachers, 400,000 students, and 158,000 general public; and

WHEREAS, as a result of its success under Jackie, the Missouri NASA Educator Resource Center was recognized by NASA as its “premier” Educator Resource Center nationwide; and

WHEREAS, during Jackie’s service as a NASA Education Specialist, she personally delivered 1,665 instructional presentations and training workshops at regional schools, museums, libraries, and other public and private venues; and

WHEREAS, as a direct result of those efforts, she directly impacted 107,020 individuals; and

WHEREAS, she well earned the reputation as a truly outstanding educator, presenter, and facilitator; and

WHEREAS, her commitment to activity-based teaching and learning, combined with her efforts to better serve K-12 teachers and students, have earned her the enduring respect of educators at all levels throughout Missouri; and

WHEREAS, students throughout Missouri are finding science and mathematics to be exciting adventures of discovery because of Jackie; and

WHEREAS, her legacy in the field of science education will be evident for many years to come, and she should take great pride in a job very well done;

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

Doyle Privett

Doyle L.Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Albert J. Zimmer

WHEREAS, Albert J. Zimmer has aided the Department of Public Safety by strengthening and supporting the mission of Southeast Missouri State University; and

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

WHEREAS, he has aided and enhanced the personal, social and cultural needs of the University by providing dedicated and quality 911 communications services in the protection of human life; and

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

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

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

WHEREAS, he did faithfully serve his country in the United States Navy from 1962 through 1964 as a two-way radio communicator; and

WHEREAS, he has faithfully performed the duties of Communications Officer since 1996;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
RESOLUTION FOR

Linda J. Zimmer

WHEREAS, Linda J. Zimmer is retiring after faithfully and effectively serving Southeast Missouri State University as a Library Associate for nearly twelve years; and

WHEREAS, she served as supervisor of the public service aspects of the Kent Library Circulation and Periodicals Services, and hired and trained numerous student workers for these areas; and

WHEREAS, she was charged with responsibility for opening Kent Library early on weekday mornings, which required her to often rise before daybreak; and

WHEREAS, she worked diligently and effectively to maintain the library collection in an orderly manner so that everything would evidence a neat and clean appearance; and

WHEREAS, she willingly assisted library patrons in locating specific volumes of periodicals, rolls of microfilm and sheets of microfiche; and

WHEREAS, she ensured prompt resolution of problematic issues with microfilm/fiche machines, photocopiers, and the change machine; and

WHEREAS, she undertook an intensive research project to document the history and background of each of the stained glass windows which formerly adorned the north wall of the original Kent Library building; and

WHEREAS, she created numerous educational displays dealing with the Civil War and the stained glass windows, among many others; and

WHEREAS, she demonstrated excellent communication skills, a high degree of self-motivation and a strong work ethic thus earning the respect and admiration of her colleagues throughout the library;

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

Doyle Privett

President, Board of Regents
Southeast Missouri State University
BOARD OF REGENTS
MOTION CONSIDERATION FORM

April 10, 2013
Open Session

I. Motion to be Considered:

Approve the proposed policy revision (Faculty Senate Bill 13-A-1) for the Grade Appeals Policy and the revision of Chapter 3, Section C8 of the Faculty Handbook.

II. Background:

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

On January 30, 2013 the Faculty Senate approved Faculty Senate Bill 13-A-1. The bill and its companion bill (13-A-2) divide the current Grade Appeals section of the Faculty Handbook text into policy and procedure. Changes in the language of the policy include establishing student responsibility for meeting academic performance in a course and faculty responsibility for evaluating this performance, moving the definition of “arbitrary and capricious grading” to the policy section, and encouraging students to resolve mistakes in grading with the faculty member first. Attached are the proposed revisions to the handbook policy language for the Faculty Handbook Grade Appeals section.

The attached procedures are for informational purposes only.
FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-1

Approved by the Faculty Senate
January 30, 2013

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Grade Appeal Procedures (Chapter 3, Section C8).

REVISING “GRADE APPEAL PROCEDURES” TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: the section be named “Grade Appeals”

BE IT FURTHER RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “procedures” section, Chapter 3, Section C8 of the Faculty Handbook be amended by replacing the existing content with the following “policy” section (with the companion “procedures” to follow it in the Handbook):

Grade Appeals Policy

Faculty members of Southeast Missouri State University should communicate to students early in the term a clear statement of the grading practices and procedures that will be used to determine the student’s final grade. Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled, and the evaluation of student academic performance is an essential responsibility of the faculty. Grading procedures and criteria should be included in the course outline provided to students. If a student believes those practices and procedures were not consistently and accurately followed when the faculty member determined the student’s final grade for the course, the student shall have the right to appeal the case first with the faculty member, then with the department chair, and finally, with a committee of faculty members. It should be noted that grade appeals are for rare instances of arbitrary and capricious grading on the part of the faculty member. Arbitrary and capricious grading, as that term is used here, comprises any of the following:

1. The assignment of a grade to a particular student on some basis other than the performance in the course;
2. The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course;
3. The assignment of a grade by a substantial departure from the instructor's previously announced standards.
For instances not dealing with arbitrary and capricious grading, such as a mistake made in the grading process, students should first seek to resolve the grading mistake with the faculty member.

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<tr>
<td>Introduced to Senate</td>
<td>11/28/2012</td>
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<tr>
<td>Second Senate Meeting</td>
<td>01/30/2013</td>
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<tr>
<td>Faculty Senate Vote</td>
<td>01/30/2013</td>
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<tr>
<td>Board of Regents Approval</td>
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<td>Posted to Faculty Handbook</td>
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1 BRIEF SUMMARY: This bill specifies the procedures portion of the existing Faculty
2 Handbook section on Grade Appeal Procedures (Chapter 3, Section C8).
3
4 REVISING “GRADE APPEAL PROCEDURES” TO ESTABLISH A PROCEDURES
5 SECTION
6
7 BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its
8 companion bill establishing a corresponding “policy” section, Chapter 3, Section C8 of the
9 Faculty Handbook be amended by replacing the existing content with the following “procedures”
10 section (to follow the companion “policy” in the Handbook):
11
12 Grade Appeals Procedures
13
14 The grade appeal procedure is primarily for the review of allegedly arbitrary and capricious
15 grading, and not for review of the instructor's evaluation of the student's academic performance.
16 In order to maintain accurate records, faculty members are recommended to retain certain items
17 for various time periods. These are:
18
19 1. Grade records. These should be retained for at least one year following the completion of
20 an academic year.
21 2. Class outlines. These should be retained for at least one year following the completion of
22 an academic year.
23 3. Course papers/projects/etc. These should be retained by the instructor for a period of at
24 least one semester following the completion of a course. When graded assignments are
25 returned to students during a course, students should be alerted to retain these materials
26 themselves until the grading and appeal periods have been completed.
27
28 Students should be encouraged to resolve immediate grading questions when they occur and
29 keep copies of exams, projects, and other graded assignments at least until grade reports are
30 received following the completion of a course.
31
32 Appeal Steps
33
34 Step 1.
If the final course grade is in question, the student should first discuss the grade fully with the instructor of the course. This informal appeal may occur at any time within the first six weeks of the next regular semester (Fall or Spring) following the receipt of the grade, but it is strongly suggested that this inquiry take place as soon as possible.

If an informal appeal does not resolve the problem, the student may file a formal written appeal to the instructor by October 1 (Fall semester) or March 1 (Spring semester). Included in the written appeal should be the basis for the appeal and copies of pertinent documents which support the appeal. The letter should include the full name of the student, the student's ID number, course number, course title, semester and year enrolled, section number, and the name of the instructor. The instructor of the course should respond in writing to this appeal request within two weeks of receiving the request and no later than October 15 (Fall) or March 15 (Spring). If the instructor is no longer available on campus, the department chair may try to contact the instructor or may act in place of the instructor. The unavailability of the instructor may necessitate a slight change in time frame, if so determined by the department chair.

Step 2.

If the matter cannot be resolved by interaction with the instructor for any reason, the student may file a written appeal with the department chair within two weeks of receiving the instructor's response, or by November 1 (Fall) or April 1 (Spring). The department chair may request a meeting with the student and the instructor in order to mediate a possible settlement of the disagreement and must respond to the appeal within two weeks, or by November 15 (Fall) or April 15 (Spring). It is neither the right nor within the responsibility of the department chair to change the grade, but rather to find whether any error may have been made and to counsel the faculty member on this regard. If the instructor is no longer available on campus, the department chair may try to contact the instructor or may act in place of the instructor. The unavailability of the instructor may necessitate a slight change in time frame, if so determined by the department chair. In the event that the Department Chair is the instructor whose grade is being questioned, the College Dean will function as noted above. Should the Dean or other administrative officer be the instructor whose grade is being questioned, the Chair of the department to which the administrator is assigned will handle the appeal process.

If the student still believes the grade was issued in error, one further step may be taken.

Step 3.

If the matter is still not resolved through mediation with the department chair, a three member committee shall be appointed by the chair to handle the final appeal. This committee shall be made up of three full-time tenured or tenure track faculty members,
two of whom should be from outside the department in which the appeal was initiated, and may be a regular standing committee or a committee specially convened as circumstances warrant. A written appeal, including supporting documentation, must be made by the student to this committee. This appeal should be received in the departmental office no more than two weeks following the department chair's recommendation. It is requested that the committee then investigate the matter and render a decision within one month. This committee may reject the student's appeal, request that the faculty member change the grade to an appropriate level, or, as a last resort, change the grade themselves. The decision of the faculty appeal committee constitutes the final level of university appeal open to the student.

Under no circumstances may a grade appeal be initiated more than one semester after the grade has been issued.

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Grade Appeals Policy

It is the responsibility of the Faculty members of Southeast Missouri State University to communicate to students early in the term a clear statement of the grading practices and procedures that will be used to determine the student's final grade. Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled, and the evaluation of student academic performance is an essential responsibility of the faculty. Grading procedures and criteria should be included in the course outline provided to students. If a student believes those practices and procedures were not consistently and accurately followed when the faculty member determined the student's final grade for the course, the student shall have the right to appeal the case first with the faculty member, then with the department chair, and finally, with a committee of faculty members. It should be noted that grade appeals are primarily for rare instances of arbitrary and capricious grading on the part of the faculty member, and it is the obligation of the student to prove this capriciousness. The issuing of grades is an important responsibility of the faculty and should be treated as such. Arbitrary and capricious grading, as that term is used here, comprises any of the following:

1. The assignment of a grade to a particular student on some basis other than the performance in the course;
2. The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course;
3. The assignment of a grade by a substantial departure from the instructor's previously announced standards.

For instances not dealing with arbitrary and capricious grading, such as a mistake made in the grading process, students should first seek to resolve the grading mistake with the faculty member. Other avenues of appeal may be open to students, including actions involving the University Student Affairs Committee.

Grade Appeals Procedures

The grade appeal procedure is primarily for the review of allegedly arbitrary and capricious grading, and not for review of the instructor's evaluation of the student's academic performance.

In order to maintain accurate records, faculty members are recommended to retain certain items for various time periods. These are:

1. A. Grade records. These should be retained for at least one year following the completion of an academic year.
2. B. Class outlines. These should be retained for at least one year following the completion of an academic year.
3. Course papers/projects/etc. These should be retained by the instructor for a period of at least one semester following the completion of a course. When graded assignments are returned to students during a course, students should be alerted to retain these materials themselves until the grading and appeal periods have been completed.

Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are responsibilities of the instructor.

The grade appeal procedure is primarily for the review of allegedly capricious grading or incorrect recording of a grade, and not for review of the instructor's evaluation of the student's academic performance. Capricious grading, as that term is used here, comprises any of the following:

1. The assignment of a grade to a particular student on some basis other than the performance in the course;

2. The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course;

3. The assignment of a grade by a substantial departure from the instructor's previously announced standards.

For instances concerning appeals not involving capricious grading, other appeals processes may be initiated.

**Appeal Steps**

Students should be encouraged to resolve immediate grading questions when they occur and keep copies of exams, projects, and other graded assignments at least until grade reports are received following the completion of a course.

**Appeal Steps**

**Step 1.**

If the final course grade is in question, the student should first discuss the grade fully with the instructor of the course. This informal appeal may occur at any time within the first six weeks of the next regular semester (Fall or Spring) following the receipt of the grade, but it is strongly suggested that this inquiry take place as soon as possible.

If an informal appeal does not resolve the problem, the student may file a formal written appeal to the instructor by October 1 (Fall semester) or March 1 (Spring semester). Included in the written appeal should be the basis for the appeal and copies of pertinent documents which support the appeal. The letter should include the full name of the student, the student's ID number, course number, course title, semester and year.
enrolled, section number, and the name of the instructor. The instructor of the course should respond in writing to this appeal request within two weeks of receiving the request and no later than October 15 (Fall) or March 15 (Spring). If the instructor is no longer available on campus, the department chair may try to contact the instructor or may act in place of the instructor. The unavailability of the instructor may necessitate a slight change in time frame, if so determined by the department chair.

Step 2.

If the matter cannot be resolved by interaction with the instructor for any reason, the student may file a written appeal with the department chair within two weeks of receiving the instructor’s response, or by November 1 (Fall) or April 1 (Spring). The department chair may request a meeting with the student and the instructor in order to mediate a possible settlement of the disagreement and must respond to the appeal within two weeks, or by November 15 (Fall) or April 15 (Spring). It is neither the right nor within the responsibility of the department chair to change the grade, but rather to find whether any error may have been made and to counsel the faculty member on this regard. If the instructor is no longer available on campus, the department chair may try to contact the instructor or may act in place of the instructor. The unavailability of the instructor may necessitate a slight change in time frame, if so determined by the department chair. In the event that the Department Chair is the instructor whose grade is being questioned, the College Dean will function as noted above. Should the Dean or other administrative officer be the instructor whose grade is being questioned, the Chair of the department to which the administrator is assigned will handle the appeal process.

If the student still believes the grade was issued in error, one further step may be taken.

Step 3.

If the matter is still not resolved through mediation with the department chair, a three member committee shall be appointed by the chair to handle the final appeal. This committee shall be made up of three full-time tenured or tenure track faculty members, two of whom should be from outside the department in which the appeal was initiated, and may be a regular standing committee or a committee specially convened as circumstances warrant. A written appeal, including supporting documentation, must be made by the student to this committee. This appeal should be received in the departmental office no more than two weeks following the department chair's recommendation. It is requested that the committee then investigate the matter and render a decision within one month. This committee may reject the student’s appeal, request that the faculty member change the grade to an appropriate level, or, as a last resort, change the grade themselves. The decision of the faculty appeal committee constitutes the final level of university appeal open to the student.

Under no circumstances may a grade appeal be initiated more than one semester after the grade has been issued.
BOARD OF REGENTS
MOTION CONSIDERATION FORM

April 10, 2013
Open Session

I. Motion to be Considered:

Approve the proposed policy revision (Faculty Senate Bill 13-A-3) for the Repeating Courses Policy and the revision of Chapter 3, Section C9 of the Faculty Handbook.

II. Background:

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

On January 30, 2013 the Faculty Senate approved Faculty Senate Bill 13-A-3. The bill and its companion bill (13-A-4) divide the current Repeating Courses section of the Faculty Handbook text into policy and procedure. Changes in the language of the policy include addition of a provision to allow a student to repeat a course for any grade below an “A” and addition of language to clarify the ramifications of repeating courses and cautioning students to be aware of these possible ramifications and suggesting they consult their academic adviser before doing so. Attached are the proposed revisions to the handbook policy language for the Faculty Handbook Repeating Courses section.

The attached procedures are for informational purposes only.

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Recommended By:

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

Chairperson
Dean
Academic Council
Provost
President

Board Action on:
Motion By:
Second By:
Vote: Yeas: Nays:
FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-3

Approved by the Faculty Senate
January 30, 2013

BRIEF SUMMARY: This bill specifies the policy portion of the existing Faculty Handbook section on Repeating Courses (Chapter 3, Section C9).

REVISING "REPEATING COURSES" TO ESTABLISH A POLICY SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding "procedures" section, Chapter 3, Section C9 of the Faculty Handbook be amended by replacing the existing content with the following "policy" section (with the companion "procedures" to follow it in the Handbook):

Repeating Courses Policy

Undergraduate students who have received a grade below an 'A' in a course may repeat the course, provided they have not completed a course for which the repeated course is a prerequisite. Individual academic units and programs may set more stringent conditions and restrictions than those on the repeating of courses, so long as the conditions and restrictions are clearly communicated to students in advance. Thus, students should visit with an academic adviser to determine whether re-enrollment is advisable, since certain department or divisional policies may be important in this regard. Furthermore, students should be aware that repeating a course may have an impact on financial aid, insurance, veterans benefits, entrance to professional schools, participation in athletics, immigration status, and other academic and non-academic matters.

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FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-4

Approved by the Faculty Senate
January 30, 2013

BRIEF SUMMARY: This bill specifies the procedures portion of the existing Faculty
Handbook section on Repeating Courses (Chapter 3, Section C9).

REVISING “REPEATING COURSES” TO ESTABLISH A PROCEDURES SECTION

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its
companion bill establishing a corresponding “policy” section, Chapter 3, Section C9 of the
Faculty Handbook be amended by replacing the existing content with the following “procedures”
section (to follow the companion “policy” in the Handbook):

Repeating Courses Procedures

When a course is repeated, the first grade remains on the student’s permanent record, but the
latter grade is used in computing grade points and hours accumulated. In the calculation of
honors at graduation, all course grades are to be considered by the Registrar.

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Repeating Courses Policy

Undergraduate students may repeat a given course to raise the grade who have received a grade below an ‘A’ in a course may repeat the course, provided they have not completed a course for which the repeated course is a prerequisite. Individual academic units and programs may set more stringent conditions and restrictions than these on the repeating of courses, so long as the conditions and restrictions are clearly communicated to students in advance. Thus, students should visit with an academic adviser to determine whether re-enrollment is advisable, since certain department or divisional policies may be important in this regard. Furthermore, students should be aware that repeating a course may have an impact on financial aid, insurance, veterans benefits, entrance to professional schools, participation in athletics, immigration status, and other academic and non-academic matters.

Repeating Courses Procedures

When a course is repeated, the first grade remains on the student’s permanent record, but the latter grade is used in computing grade points and hours accumulated. In the calculation of honors at graduation, all course grades are to be considered by the Registrar. Students must have the permission of the Registrar to repeat courses.
BOARD OF REGENTS
MOTION CONSIDERATION FORM
April 10, 2013
Open Session

I. Motion to be Considered:

Approve the proposed policy revision (Faculty Senate Bill 13-A-17) for the Policy for Research Involving Human Subjects and the revision of Chapter 3, Section D7 of the Faculty Handbook.

II. Background:

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

On March 13, 2013 the Faculty Senate approved Faculty Senate Bill 13-A-17. The bill and its companion bill (13-A-18) divide the current Research Involving Human Subjects section of the Faculty Handbook text into policy and procedure. Changes in the language of the policy include only a change in title of the policy section by deletion of the word “Operational.” Attached are the proposed revisions to the handbook policy language for the Faculty Handbook Research Involving Human Subjects section.

The attached procedures are for informational purposes only.

Recommended By:
Student Government
Faculty Senate X
Administrative Council
VP, Enroll Man. & Stu. Suc.
VP, Finance & Admin.
VP, University Advancement

Chairperson
Dean
Academic Council
Provost
President

Board Action on: Postpone:
Motion By: Amend:
Second By: Disapprove:
Vote: Yeas: Nays:
Approve:
Secretary:
FACULTY SENATE

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-17

Approved by the Faculty Senate
March 13, 2013

REVISITING THE "RESEARCH" DESCRIPTION OF FACULTY PROFESSIONAL RESPONSIBILITIES BY ESTABLISHING A "POLICY" SECTION REGARDING RESEARCH INVOLVING HUMAN SUBJECTS

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding "procedures" section, Chapter 3, Section D7 of the Faculty Handbook be amended by making the following changes to the existing content, thereby establishing a "policy" section (with the companion "procedures" to follow it in the Handbook):

so that the resulting Section D 7 of Chapter 3 read as follows:

Policy for Research Involving Human Subjects

Southeast Missouri State University recognizes its role in society to further human knowledge, to advance the sum of such knowledge through teaching and research, and to protect the rights and welfare of human subjects involved in research. Similarly, the University acknowledges the rights of the faculty, staff and administrators to utilize appropriate educational methods and research techniques in their classes, in instructionally related activities and in Student Services programming and activities.

Human subjects are involved in many areas of research in which there is potential risk to the individual, such as experimental research utilizing drugs, vaccines, and radioactive materials. Less obvious are classroom or Student Services programming-related research activities in which risks to human subjects may be significant.

To facilitate compliance with this policy, review committees will be established at the academic college level, the student services division level, and the University level.

The University Committee on Research Involving Human Subjects is best qualified to ensure that human subjects will receive adequate protective measures, that faculty, staff and administrative privileges to pursue the advancement of knowledge are guaranteed, and that restrictive policies which might discourage research, innovative teaching and programming are eliminated. This committee is the official review body for the University and functions as the Institutional Review Board as set forth in federal legislation. Its function is to conduct initial and continuing review of those research proposals which use human subjects and to determine that such proposals are in accordance with existing federal regulations. The committee operates under and reports directly to the Office of the Provost.
Members of the committee shall possess varying backgrounds so that their review of research proposals will assure that the rights and welfare of human subjects are adequately safeguarded. The committee must be sufficiently qualified through the expertise and diversity of its membership to ensure respect for its advice and counsel. When necessary, the committee will solicit opinions from individuals having recognized expertise in a specific area. In addition to possessing the professional competence necessary to review specific activities, the committee must be able to ascertain the acceptability of applications and proposals in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice.

Decisions concerning human subjects in research are not made unilaterally by the committee. Through a deliberative process, it is the responsibility of the department chairperson, the College Review Committee (CRC), the college dean of the research investigator conducting the study, and the University Committee to ensure that the rights of human subjects are protected. For projects originating from Student Services personnel, the Student Services Review Committee (SSRC) will act as the CRC, and the Dean of Students will assume the review functions delegated to the college dean in this document.

**Definitions of Terms**

As used in this document, research is defined as a trial or special observation, usually made under conditions determined by the investigator, which aims to test a hypothesis or to discover some unknown principle, effect, or relationship. Activities which use experiments, tests, and observations designed to elicit non-public information are types of research. Research does not include the conducting of classroom experiments or demonstrations or programming used for an educational purpose. Routine course and program development, including evaluation of the effectiveness of such development and the assessment of established courses or programs, is not research as defined and does not require review. (See next section for details of requirements for or exemptions from review.)

Determining the degree of risk in research involves making a series of judgments because certain risks are inherent in life itself. For certain types of research projects (especially medical), the risk is quite obvious. Somewhat different are those research procedures in which the subjects perform strenuous physical exertion or undergo varying degrees of public embarrassment and humiliation. These experiences may constitute a psychological threat to the subject, thereby posing another type of risk.

In reviewing research proposals involving human subjects, the reviewing body will place the research activity into one of two categories:
Category 1 - those research activities in which the subjects involved have no more
than the risks associated with their customary everyday activities or risks associated
with the performance of routine physical or psychological examinations or tests by
qualified individuals.

Category 2 - those research activities in which the risk to subjects is greater than that
encountered when performing customary activities under ordinary conditions.

As used in this document, human subjects are part of the investigator-subject
relationship in a research activity which has the discovery of new knowledge as its
primary objective. Of course, there are several types of human subjects, including
adults, minors, residents of institutions, etc. Donors of organs, tissues, etc., are also
considered to be subjects.

As used in this document, the definition of human subjects excludes the normal
professional-client relationship which has the welfare of the client as the sole objective.
Examples of such relationships are those in which the client is receiving aid or services
consistent with accepted and established practice (e.g., physician and patient).

Treatment of Human Subjects

It is incumbent upon the investigator to make sure that all human subjects are
treated with respect and dignity, not just by the principal investigator, but by the
research associates as well. The principal investigator should make it clear to the
subjects that they are free to discontinue their participation in the research at any time
without prejudice to the subject.

In those research projects that have potential risk to the subject, the investigator
must make every effort to minimize the risks or discomfort related to the subject's
participation. For example, if the research activity exposes the subject to considerable
physical risk, the investigator must consider whether the subject's response should be
monitored by a physician during the testing.

The investigator whose research plans place subjects at risk has the responsibility for
justifying that risk. Such a justification will indicate that a thorough search of the
literature has been made to ascertain that either the experiment has already been
performed with animal subjects or good reasons exist for not utilizing animal subjects;
that similar research has not already provided an adequate answer to the research
question; and that the design of the study is adequate to yield worthwhile data on the
topic under investigation.

The investigator is responsible for the research procedures during the investigation
and must be sensitive to individual differences which may predispose certain
individuals to experience harmful psychological or physical consequences by participating in the study. Realizing this, the researcher must exercise care to exclude such individuals from the research sample. Should unanticipated harmful effects develop during the research, the investigator shall take immediate steps to correct the situation. For those studies having the potential to produce undesirable effects which may be manifested later, the investigator's responsibility is to plan appropriate follow-up procedures.

The responsibilities of the investigator include scheduling a debriefing session with the subjects following the conclusion of the research. The methodological procedures associated with the study may have caused certain subjects to experience anxiety, embarrassment, and loss of self-esteem. The experimenter should determine whether the subjects have suffered such effects. If they have, the investigator must take positive steps to counteract the effects the study produced. Debriefing procedures to be used must also be described to reviewers. The reviewers must then decide whether the subject's rights and welfare are adequately protected.

The investigator should make every effort to see that the subjects are rewarded or recognized for their participation. Such benefits could be material (money or gifts), educational (added information or knowledge), some other self-enhancing gains (e.g., improved health and well-being), or the award of a certificate of participation. Any payment intended for the subjects should not be so large as to constitute an excessive inducement to participate. The investigator's description of the research submitted to the committee shall include plans to reward or recognize the subjects.

The content of this policy and the procedures that follow it incorporate material from the April 18, 1979 “Belmont Report” of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research.

**"Academic Affairs Revised April 1993
Reenacted with slight amendment by Faculty Senate Bill 13-A-17 approved by the Faculty Senate March 13, 2013 and by the Board of Regents XXXX"

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Bill 13-A-17
Markup of Current Handbook Policy 3-2013:

[Proposed changes in Policy Bill shown below. Square brackets and bold font indicate inserted material, strikethroughs indicate deleted material.]

Operational Policy for Research Involving Human Subjects

Southeast Missouri State University recognizes its role in society to further human knowledge, to advance the sum of such knowledge through teaching and research, and to protect the rights and welfare of human subjects involved in research. Similarly, the University acknowledges the rights of the faculty, staff and administrators to utilize appropriate educational methods and research techniques in their classes, in instructionally related activities and in Student Services programming and activities. Human subjects are involved in many areas of research in which there is potential risk to the individual, such as experimental research utilizing drugs, vaccines, and radioactive materials. Less obvious are classroom or Student Services programming-related research activities in which risks to human subjects may be significant.

[To facilitate compliance with this policy, review committees will be established at the academic college level, the student services division level, and the University level.]

The [University] Committee on Research Involving Human Subjects is best qualified to ensure that human subjects will receive adequate protective measures, that faculty, staff and administrative privileges to pursue the advancement of knowledge are guaranteed, and that restrictive policies which might discourage research, innovative teaching and programming are eliminated. This committee is the official review body for the University and functions as the Institutional Review Board as set forth in federal legislation. Its function is to conduct initial and continuing review of those research proposals which use human subjects and to determine that such proposals are in accordance with existing federal regulations. The committee operates under and reports directly to the Office of the Provost.

Members of the committee shall possess varying backgrounds so that their review of research proposals will assure that the rights and welfare of human subjects are adequately safeguarded. The committee must be sufficiently qualified through the expertise and diversity of its membership to ensure respect for its advice and counsel. When necessary, the committee will solicit opinions from individuals having recognized expertise in a specific area. In addition to possessing the professional competence necessary to review specific activities, the committee must be able to ascertain the acceptability of applications and proposals in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice.
Decisions concerning human subjects in research are not made unilaterally by the committee. Through a deliberative process, it is the responsibility of the department chairperson, the College Review Committee (CRC), the college dean of the research investigator conducting the study, and the University Committee to ensure that the rights of human subjects are protected. For projects originating from Student Services personnel, the Student Services Review Committee (SSRC) will act as the CRC, and the Dean of Students will assume the review functions delegated to the college dean in this document.

**Definitions of Terms**

As used in this document, research is defined as a trial or special observation, usually made under conditions determined by the investigator, which aims to test a hypothesis or to discover some unknown principle, effect, or relationship. Activities which use experiments, tests, and observations designed to elicit non-public information are types of research. Research does not include the conducting of classroom experiments or demonstrations or programming used for an educational purpose. Routine course and program development, including evaluation of the effectiveness of such development and the assessment of established courses or programs, is not research as defined and does not require review. (See next section for details of requirements for or exemptions from review.)

Determining the degree of risk in research involves making a series of judgments because certain risks are inherent in life itself. For certain types of research projects (especially medical), the risk is quite obvious. Somewhat different are those research procedures in which the subjects perform strenuous physical exertion or undergo varying degrees of public embarrassment and humiliation. These experiences may constitute a psychological threat to the subject, thereby posing another type of risk.

In reviewing research proposals involving human subjects, the reviewing body will place the research activity into one of two categories:

**Category 1** - those research activities in which the subjects involved have no more than the risks associated with their customary everyday activities or risks associated with the performance of routine physical or psychological examinations or tests by qualified individuals.

**Category 2** - those research activities in which the risk to subjects is greater than that encountered when performing customary activities under ordinary conditions.

As used in this document, human subjects are part of the investigator-subject relationship in a research activity which has the discovery of new knowledge as its primary objective. Of course, there are several types of human subjects, including adults, minors, residents of institutions, etc. Donors of organs, tissues, etc., are also considered to be subjects.

As used in this document, the definition of human subjects excludes the normal professional-client relationship which has the welfare of the client as the sole objective. Examples of such relationships are those in which the client is receiving aid or services consistent with accepted and established practice (e.g., physician and patient).

{Following section moved up from below. Consists of existing language.}

**Treatment of Human Subjects**
It is incumbent upon the investigator to make sure that all human subjects are treated with respect and dignity, not just by the principal investigator, but by the research associates as well. The principal investigator should make it clear to the subjects that they are free to discontinue their participation in the research at any time without prejudice to the subject. In those research projects that have potential risk to the subject, the investigator must make every effort to minimize the risks or discomfort related to the subject's participation. For example, if the research activity exposes the subject to considerable physical risk, the investigator must consider whether the subject's response should be monitored by a physician during the testing.

The investigator whose research plans place subjects at risk has the responsibility for justifying that risk. Such a justification will indicate that a thorough search of the literature has been made to ascertain that either the experiment has already been performed with animal subjects or good reasons exist for not utilizing animal subjects; that similar research has not already provided an adequate answer to the research question; and that the design of the study is adequate to yield worthwhile data on the topic under investigation.

The investigator is responsible for the research procedures during the investigation and must be sensitive to individual differences which may pre-dispose certain individuals to experience harmful psychological or physical consequences by participating in the study. Realizing this, the researcher must exercise care to exclude such individuals from the research sample. Should unanticipated harmful effects develop during the research, the investigator shall take immediate steps to correct the situation. For those studies having the potential to produce undesirable effects which may be manifested later, the investigator's responsibility is to plan appropriate follow-up procedures.

The responsibilities of the investigator include scheduling a debriefing session with the subjects following the conclusion of the research. The methodological procedures associated with the study may have caused certain subjects to experience anxiety, embarrassment, and loss of self-esteem. The experimenter should determine whether the subjects have suffered such effects. If they have, the investigator must take positive steps to counteract the effects the study produced. Debriefing procedures to be used must also be described to reviewers. The reviewers must then decide whether the subject's rights and welfare are adequately protected.

The investigator should make every effort to see that the subjects are rewarded or recognized for their participation. Such benefits could be material (money or gifts), educational (added information or knowledge), some other self-enhancing gains (e.g., improved health and well-being), or the award of a certificate of participation. Any payment intended for the subjects should not be so large as to constitute an excessive inducement to participate. The investigator's description of the research submitted to the committee shall include plans to reward or recognize the subjects.

[The content of this policy and the procedures that follow it incorporate material from the April 18, 1979 "Belmont Report" of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research.]

[End of Proposed Policy Bill]
FACULTY SENATE  

SOUTHEAST MISSOURI STATE UNIVERSITY

FACULTY SENATE BILL 13-A-18

Approved by the Faculty Senate  
March 13, 2013

REVISING THE “RESEARCH” DESCRIPTION OF FACULTY PROFESSIONAL RESPONSIBILITIES BY ESTABLISHING SEVERAL “PROCEDURES” SECTIONS REGARDING RESEARCH INVOLVING HUMAN SUBJECTS

BE IT RESOLVED THAT: subject to the passage and approval of both this bill and its companion bill establishing a corresponding “policy” section, Chapter 3, Section D7 of the Faculty Handbook be amended by making the following changes to the existing content, thereby establishing a “procedures” section (to follow the companion “policy” section in the Handbook):

so that the resulting Section D 7 of Chapter 3 read as follows:

Procedures for the Review of Research Proposals Involving Human Subjects

During the preparation of the research proposal, the research investigator has the responsibility to seek advice from the department chairperson, college dean, Dean of Students and/or Human Subjects Committee Chairperson regarding potential implications for the rights of human subjects. If human subjects are not involved, the investigator may proceed with the study without consulting the committee.

Any research activity conducted by the faculty, staff, or students involving human subjects will be reviewed by the college dean or Dean of Students, by the CRC or SSRC, by the University Committee, or by both the CRC or SSRC and the University Committee. However, some proposals are exempt from full review.

These include

1. Secondary use of existing data documents and pathological or diagnostic specimens if the subjects are not identifiable.
2. Use of publicly available data, regardless of whether the subjects are identifiable.
3. Non-intervening observations of public behavior. The exemption includes research involving observations of public behavior of children where the investigator(s) does not participate in the activities being observed.

Interviews and surveys of adults (with exceptions noted below).

Interview, survey, and observation of public behavior procedures are not exempt and must be reviewed when
401. Responses are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects,

AND

432. The subject's responses, if they became known outside the research, could reasonably place the subject at risk, or expose the subject to criminal or civil liability, or be damaging to the subject's financial standing or employability,

OR

473. The research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol,

OR

504. The subjects are minor children. All research using interview and survey procedures that include children as the subjects must be reviewed.

(For educational/classroom study exemption, see Definition of Terms, Research, in policy section)

Projects involving human subjects but considered exempt from full review by the investigator may be initially submitted to the college dean or Dean of Students and the chairperson of the College or Student Services Review Committee who will act for the College or Student Services Committee. The material submitted will include a brief outline of the project, including survey instruments, interview protocols and/or methods to protect the identity of subjects when secondary data, etc., are used and the rationale for considering the project exempt from full review. If the college dean or Dean of Students and the chairperson of the College or Student Services Review Committee concur that the project is exempt, the Dean or Dean of Students will inform the investigator, and she/he may proceed with the study. At that time, the investigator will submit a copy to the University Committee Chairperson for retrospective review. If either the college dean or Dean of Students or the chairperson of the College or Student Services Review Committee thinks the project is not exempt, the project must be subjected to the normal review process. In the event that the college dean, Dean of Students and/or chairperson of the College or Student Services Committee are among the proposers, the project must be submitted to the entire College or Student Services Committee and to the University Chairperson for retrospective review.

If the project is not exempt from full review, the proposal normally must be submitted to the College or Student Services Review Committee. If funds external to the University are sought and the granting agency requires approval at the University Committee level, the investigator may submit the research proposal directly to the University Committee for review.

The following materials and information will be submitted by the proposer for research requiring full review:
A brief outline of the project; if applicable, survey instruments, interview protocols, and a description of methods to protect the identity of subjects when secondary data are used; a description of what risks to subjects can be reasonably expected; methods for obtaining informed consent; and methods for ensuring the subjects' rights of privacy and confidentiality of data.

If a designation of Category 1 is expected, the proposer may submit rationale to support risks no greater than customary everyday activities or risks associated with routine physical or psychological examinations and indicate the level of qualifications of investigators to undertake the study. If a designation of Category 2 is expected, the proposer should submit an explanation describing the need for the level of risk, what is being done to minimize risk, and qualifications of the investigators to carry out the research.

Investigators are encouraged to include only information pertinent to the safety of human subjects.

The CRC or SSRC will determine whether the human subjects to be studied in the investigation are in Category 1 or in Category 2 and will verify that procedures for human subject protection will meet University and federal guidelines. The decision of the CRC or SSRC, together with the research proposal, is then sent to the college dean or Dean of Students. When the dean or Dean of Students agrees with the CRC or SSRC that the research involving human subjects is in Category 1 and that the guidelines for protection of human subjects have been met, the dean or Dean of Students will inform the investigator that she/he may proceed with the study, and the dean or Dean of Students will send to the University Committee a copy of the researcher's proposal, together with a report of action taken by the CRC or SSRC and the dean or Dean of Students' statement of approval. In these instances, the University Committee has the responsibility for a retrospective review. All proposals subject to retrospective review by the University Committee will be examined for appropriate safeguarding of human subjects. If adequate safeguarding is not evident, the University Committee Chair will notify the appropriate dean or Dean of Students and the CRC or SSRC Chair, and the research will cease until agreement among all parties is reached.

When the dean or Dean of Students agrees with the CRC or SSRC that the research involving human subjects is in Category 2 or when the dean or Dean of Students and the CRC or SSRC do not agree on the category, the dean or Dean of Students will inform the investigator that the proposal must be submitted to the University Committee for review. When the category is in question or for proposals submitted directly to the University Committee, the University Committee will decide whether the research is Category 1 or Category 2. Following review of the proposal, recommendations of the committee are sent to the Provost. (See section "Responsibilities of the Committee: Notification of Committee Action" for details.)
Procedures Regarding Responsibilities of the Principal Investigator

The following statements are presented as guidelines for research projects involving human subjects. The investigator should consult these guides when planning the research project. The committee also will utilize these statements during its evaluation of research proposals submitted by faculty, staff, and students of the University.

The investigator must be qualified in the field in which the research is conducted. If during the research the investigator finds himself/herself in areas beyond his/her level of competency, appropriate consultation must be obtained.

Procedures Regarding Informed Consent

Research involving human subjects normally is not permitted without the voluntary consent of the human subject or the consent of his/her authorized representative if the subject lacks the capacity to consent. The investigator should provide the subject with all appropriate information, whether positive or negative, which is likely to influence the subject's decision to participate. No coercion, explicit or implicit, may be used to obtain or maintain cooperation. To assure that the subject's decision is truly free, the investigator must exercise particular care in certain circumstances. Examples include relationships involving a measure of control over the potential subject, e.g., teacher/student, employer/employee, and in institutions such as prisons and hospitals.

Certain research studies utilize subjects (e.g., minors, the mentally retarded, etc.) that require special consideration. Competent adults must give their own informed consent. If the research involves incompetent adults, it is the investigator's responsibility to make certain that consent for participation is obtained from authorized representatives in accordance with applicable statutes and regulations.

Assent must be obtained from competent children. "Children" are individuals below the legal age of consent. Age, maturity, and psychological state are to be considered when determining competency of the child/children. Assent means a child's affirmative agreement to participate in research. Failure to object should not be construed as consent. Informed consent must also be obtained from one of the child's parents or guardians. For research which involves greater than minimal risk and no prospect of direct benefit to the child, both parents must give their permission unless one parent is deceased, unknown, incompetent, or not reasonably available, or when one parent has legal custody of the child. This requirement may be waived for research designed for conditions for a subject population for which parental or guardian consent is not a reasonable requirement to protect the subjects (e.g., abused or neglected children).

When the research involves minimal risk to the subject (Category 1), there is no single method required to assure that the subject consents to participation. Whether the subject's consent is obtained orally or is implicit in voluntary participation in a well-
advertised activity or is secured via a written document, it must be "informed consent."
The term "informed consent" implies that the individual has exercised free power of
choice without the presence of excessive inducement or any element of deceit, fraud,
 duress, force, or other form of restraint or coercion. While not mandatory, written
documentation is strongly recommended.

A dilemma arises in some research because fully informing the subjects would
invalidate the experiment. If it is necessary to withhold information from the subject,
the investigator must carefully inform the reviewers of what information will be
withheld and must clearly justify the withholding of information. Nondisclosure of
information to subjects must not be used simply to assure their participation in the
research.

Investigators whose proposed research activity is in Category 2 are obligated to
obtain legally effective informed consent. The basic elements of information necessary
to such consent include:

1. A fair explanation of the procedures to be followed and their purposes, including
   identification of any procedures which are experimental;
2. A description of any attendant discomforts and risks reasonably to be expected;
3. A description of any benefits reasonably to be expected;
4. A disclosure of any appropriate alternative procedures that might be advantageous for the
   subject;
5. An offer to answer any inquiries concerning the procedure;
6. An instruction that the individual is free to withdraw his or her consent and to discontinue
   participation in the project or activity at any time without prejudice to the subject;

An explanation of appropriate complaint procedures.

A written document is preferred for obtaining the consent of subjects involved in
research activity in Category 2. If consent is obtained orally, the investigator must
provide some documentation of consent for the records.

However consent is obtained, the method used must be described and justified in
the material sent to the committee for review. Such materials might include, for
example, a summary of oral explanations to be given to the participants when obtaining
their informed consent. Also, to be submitted to the committee is an explanation of how
the investigator plans to monitor the risks and safeguard the subject during the course
of the investigation.

Note 1: The method of obtaining consent must not include any exculpatory language
through which the subject waives, or appears to waive, any of her/his legal rights,
including any release of the University or its agents from liability or negligence.
Obtaining a signed consent form is not a release. Rather, it is simply an evidence of disclosure to the subject of essential information necessary to obtain informed consent.

Note 2: Special procedures are required for obtaining and documenting informed consent of subjects placed at risk in activities supported by many external sources of funds.

Procedures for Confidentiality of Data Regarding Human Subjects

It is the investigator's responsibility to protect the rights of subjects against invasions of their privacy. The investigator must exercise care in obtaining and handling sensitive material and has ethical obligations to treat in confidence all private or personal information related to the subjects. The investigator should explain to those subjects providing information of a private or personal nature how such information will be used. Whenever feasible, such information from subjects should be obtained anonymously. If this is not possible, the data should be coded and the code separated from the data and kept in a secure place. Finally, the investigator should make certain such data are destroyed when the research is concluded.

The investigator must specify in the description of the project submitted to the committee for review her/his plans to ensure the confidentiality of the data and anonymity of the subjects. The following points can serve as a checklist to ensure that adequate protection will be provided:

1. The instruments for procuring data should be carefully constructed to ensure that only personal information absolutely essential to the study is acquired.
2. Personal information checklists which permit identification of the subject should be stored in files accessible only to authorized personnel.
3. Data containing personal information should be changed into coded form as soon as feasible. This means removal of the name and any other information which would reveal the subject's identity.
4. Adequate procedures for the disposal of data must be included in the research plans.
5. The identity of subjects must not be released without their express permission.

 Certain research studies utilize data involving identifiable subjects that were collected previously for a different purpose. In such instances, the investigator must (a) re-evaluate the risk to the subjects, (b) determine whether the new use is within the scope of the original consent, and (c) provide for the anonymity of subjects in the intended study.

Procedures Regarding Complaints

It is also the responsibility of the principal investigator to advise all subjects, either in writing or orally, of their right to file a complaint with the University Committee.
Each subject shall be given the name, address, and telephone number of the appropriate person to contact to register a complaint regarding her/his participation in the research. The participant or her/his legal representative should direct the complaint to the chairperson of the committee, with a copy to the Provost/Provost’s representative.

The University Committee has the responsibility for investigating all complaints. After its investigation, the committee will report its findings to the Provost. Normally, these findings will indicate one of the following: (a) that the complaint is invalid, (b) that the complaint is valid and that the principal investigator must submit an amended statement of procedure for consideration by the committee, (c) that the complaint is valid and that committee approval of the research project is withdrawn. In all cases, the Provost notifies both the principal investigator and the complainant (if identified) of the findings of the investigation and of the action to be taken.

Procedures Regarding the College-Level Committees

Each college, school, and Kent Library shall maintain a College Review Committee (CRC), composed of one (or, at the discretion of the unit, two) representative(s) from each department within the unit, such representatives being elected by the full-time faculty in each department. The CRC may develop internal working procedures not inconsistent with the Faculty Handbook or those of the University Committee.

Procedures Regarding the Student Services Review Committee

The Dean of Students shall appoint and maintain a Student Services Review Committee (SSRC) consisting of no fewer than five members. These members shall be broadly representative of the personnel and administrative responsibilities of the division. The SSRC may develop internal working procedures not inconsistent with the Faculty Handbook or those of the University Committee.

Procedures Regarding the University Committee on Research Involving Human Subjects

The University Committee may develop internal working procedures not inconsistent with the Faculty Handbook.

Qualifications for Committee Membership

The Committee shall not consist entirely of persons who are officers, employees, or agents of or otherwise associated with the institution apart from their membership on the committee.

No member of the committee shall be involved in either the initial or continuing review of an activity in which he/she has a conflicting interest, except to provide information requested by the committee.
Composition and Selection of the Committee

The committee shall not consist entirely of members of a single professional group. The committee shall not consist entirely of men or entirely of women. The Provost shall appoint the membership of the committee as follows:

1. Three members from the professions outside the University,
2. One member from each college, school, and Kent Library (from two nominees submitted by each college council),
3. One at-large representative (from two nominees submitted by the Faculty Senate),
4. One representative from the Graduate Faculty,
5. One representative of the college deans,
6. One representative from Student Services,
7. The Dean of the School of Graduate Studies or his/her designee, and
8. One representative of the Provost.

Members of the committee shall be identified to appropriate agencies by name; earned degrees, if any; position or occupation; representative capacity; and by other pertinent indications of experience, such as board certification, licenses, etc., sufficient to describe each member's chief anticipated contributions to committee deliberations. Any employment or other relationship between each member and the institution shall be identified, i.e., full-time employee, part-time employee, member of governing panel or board, paid consultant, unpaid consultant. Changes in committee membership shall be reported in such form and at such times as may be required by law.

Terms of Committee Members

The terms of membership for the Committee members shall be three years, staggered to ensure an orderly rotation of members. Members may not exceed two consecutive three-year terms, but may be reappointed following a one-year hiatus. The Dean of the School of Graduate Studies shall not be subject to any term limit. The Provost's representative, and the designee of the Dean of the School of Graduate Studies (if used) shall not be subject to a limit on terms served. They may be reappointed at the end of their term, and they may be replaced within their term or at the end of their term by the appointing or designating authority.

Quorum Requirements

The quorum of the committee shall be defined as a majority of the total membership. Approval by a majority of the members meeting in quorum shall constitute approval of the proposal.

A research proposal which has received the endorsement of the department chairperson, College Review Committee or Student Services Review Committee, and the dean or Dean of Students requires a majority of the total committee membership for rejection.

Duties of Committee Chairperson
The Provost shall appoint the chairperson of the committee within a reasonable time following the annual appointment of new members to the committee. Duties of the committee chairperson include developing and publicizing an annual schedule of regular committee meetings, and he/she is responsible for the prompt communication of committee findings to appropriate parties. Furthermore, the chairperson is responsible for communicating annually with deans and the Dean of Students and College and Student Services Research Committees regarding criteria for research involving human subjects.

Notification of Committee Action

Following its initial review of a research proposal, the committee shall report the action taken to the Provost or designee. Recommendations by the committee are subject to further consideration by the Provost and by the President. Normally, the report of committee actions sent to the Provost or his/her designee will (a) recommend approval, or (b) indicate any special requirements to be met and the conditions under which approval would be recommended, or (c) reject the proposal, in which case the reasons for rejection are stated. With concurrence of the Provost, the chairperson of the committee sends a notification of committee restrictions to the principal investigator. Investigators dissatisfied with findings of the committee may appeal to the Provost. A subsequent reconsideration of a research proposal may, at the discretion of the Provost, involve attendance of the principal investigator and/or consultants selected by the committee and by the investigator. Unfavorable recommendations and restrictions cannot be removed except by the committee. Procedural changes in a project can be implemented only after these changes are reviewed and approved by the committee. When reviews are completed and approval granted by the committee, the chairperson completes a certification of review and forwards a copy to the Provost, who agrees or disagrees and informs the principal investigator.

It is the responsibility of the Provost to insist that restrictions and recommendations made by the committee are fully implemented. Any disregard of committee restrictions and recommendations by a principal investigator shall be reported immediately to the Provost, who takes steps for remedial action.

*Academic Affairs Revised April 1993*

*Reenacted with slight amendment by Faculty Senate Bill 13-A-18 approved by the Faculty Senate March 13, 2013 and by the President XXXX*

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Posted to Faculty Handbook
Bill 13-A-18

Procedure for the Review of Research Proposals Involving Human Subjects

During the preparation of the research proposal, the research investigator has the responsibility to seek advice from the department chairperson, college dean, Dean of Students and/or Human Subjects Committee Chairperson regarding potential implications for the rights of human subjects. If human subjects are not involved, the investigator may proceed with the study without consulting the committee.

Any research activity conducted by the faculty, staff, or students involving human subjects will be reviewed by the college dean or Dean of Students, by the CRC or SSRC, by the University Committee, or by both the CRC or SSRC and the University Committee. However, some proposals are exempt from full review.

These include:
1. Secondary use of existing data documents and pathological or diagnostic specimens if the subjects are not identifiable.
2. Use of publicly available data, regardless of whether the subjects are identifiable.
3. Non-intervening observations of public behavior. The exemption includes research involving observations of public behavior of children where the investigator(s) does not participate in the activities being observed.

Interviews and surveys of adults (with exceptions noted below).

Interview, survey, and observation of public behavior procedures are not exempt and must be reviewed when:
1. Responses are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects,

AND
2. The subject's responses, if they became known outside the research, could reasonably place the subject at risk, or expose the subject to criminal or civil liability, or be damaging to the subject's financial standing or employability,

OR
3. The research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol,

OR
4. The subjects are minor children. All research using interview and survey procedures that include children as the subjects must be reviewed.

(For educational/classroom study exemption, see Definition of Terms, Research)

Projects involving human subjects but considered exempt from full review by the investigator may be initially submitted to the college dean or Dean of Students and the chairperson of the College or Student Services Review Committee who will act for the College or Student Services Committee. The material submitted will include a brief outline of the project, including survey instruments, interview protocols and/or methods to protect
the identity of subjects when secondary data, etc., are used and the rationale for considering
the project exempt from full review. If the college dean or Dean of Students and the
chairperson of the College or Student Services Review Committee concur that the project is
exempt, the Dean or Dean of Students will inform the investigator, and she/he may
proceed with the study. At that time, the investigator will submit a copy to the University
Committee Chairperson for retrospective review. If either the college dean or Dean of
Students or the chairperson of the College or Student Services Review Committee thinks the
project is not exempt, the project must be subjected to the normal review process. In the
event that the college dean, Dean of Students and/or chairperson of the College or Student
Services Committee are among the proposers, the project must be submitted to the entire
College or Student Services Committee and to the University Chairperson for retrospective
review.
If the project is not exempt from full review, the proposal normally must be submitted to
the College or Student Services Review Committee. If funds external to the University are
sought and the granting agency requires approval at the University Committee level, the
investigator may submit the research proposal directly to the University Committee for
review.
The following materials and information will be submitted by the proposer for research
requiring full review:
A brief outline of the project; if applicable, survey instruments, interview protocols, and a
description of methods to protect the identity of subjects when secondary data are used; a
description of what risks to subjects can be reasonably expected; methods for obtaining
informed consent; and methods for ensuring the subjects’ rights of privacy and
confidentiality of data.
If a designation of Category I is expected, the proposer may submit rationale to support
risks no greater than customary everyday activities or risks associated with routine physical
or psychological examinations and indicate the level of qualifications of investigators to
undertake the study. If a designation of Category 2 is expected, the proposer should submit
an explanation describing the need for the level of risk, what is being done to minimize risk,
and qualifications of the investigators to carry out the research.
Investigators are encouraged to include only information pertinent to the safety of
human subjects.

The CRC or SSRC will determine whether the human subjects to be studied in the
investigation are in Category 1 or in Category 2 and will verify that procedures for human
subject protection will meet University and federal guidelines. The decision of the CRC or
SSRC, together with the research proposal, is then sent to the college dean or Dean of
Students. When the dean or Dean of Students agrees with the CRC or SSRC that the
research involving human subjects is in Category 1 and that the guidelines for protection of
human subjects have been met, the dean or Dean of Students will inform the investigator
that she/he may proceed with the study, and the dean or Dean of Students will send to the
University Committee a copy of the researcher's proposal, together with a report of action
taken by the CRC or SSRC and the dean or Dean of Students' statement of approval. In
these instances, the University Committee has the responsibility for a retrospective review.
All proposals subject to retrospective review by the University Committee will be examined for appropriate safeguarding of human subjects. If adequate safeguarding is not evident, the University Committee Chair will notify the appropriate dean or Dean of Students and the CRC or SSRC Chair, and the research will cease until agreement among all parties is reached.

When the dean or Dean of Students agrees with the CRC or SSRC that the research involving human subjects is in Category 2 or when the dean or Dean of Students and the CRC or SSRC do not agree on the category, the dean or Dean of Students will inform the investigator that the proposal must be submitted to the University Committee for review. When the category is in question or for proposals submitted directly to the University Committee, the University Committee will decide whether the research is Category 1 or Category 2. Following review of the proposal, recommendations of the committee are sent to the Provost. (See section "Responsibilities of the Committee: Notification of Committee Action" for details.)

[Procedures Regarding] Responsibilities of the Principal Investigator

The following statements are presented as guidelines for research projects involving human subjects. The investigator should consult these guides when planning the research project. The committee also will utilize these statements during its evaluation of research proposals submitted by faculty, staff, and students of the University.

The investigator must be qualified in the field in which the research is conducted. If during the research the investigator finds himself/herself in areas beyond his/her level of competency, appropriate consultation must be obtained.

[Procedures Regarding] Informed Consent

Research involving human subjects normally is not permitted without the voluntary consent of the human subject or the consent of his/her authorized representative if the subject lacks the capacity to consent. The investigator should provide the subject with all appropriate information, whether positive or negative, which is likely to influence the subject's decision to participate. No coercion, explicit or implicit, may be used to obtain or maintain cooperation. To assure that the subject's decision is truly free, the investigator must exercise particular care in certain circumstances. Examples include relationships involving a measure of control over the potential subject, e.g., teacher/student, employer/employee, and in institutions such as prisons and hospitals.

Certain research studies utilize subjects (e.g., minors, the mentally retarded, etc.) that require special consideration. Competent adults must give their own informed consent. If the research involves incompetent adults, it is the investigator's responsibility to make certain that consent for participation is obtained from authorized representatives in accordance with applicable statutes and regulations.

Assent must be obtained from competent children. "Children" are individuals below the legal age of consent. Age, maturity, and psychological state are to be considered when determining competency of the child/children. Assent means a child's affirmative
agreement to participate in research. Failure to object should not be construed as consent. Informed consent must also be obtained from one of the child's parents or guardians. For research which involves greater than minimal risk and no prospect of direct benefit to the child, both parents must give their permission unless one parent is deceased, unknown, incompetent, or not reasonably available, or when one parent has legal custody of the child. This requirement may be waived for research designed for conditions for a subject population for which parental or guardian consent is not a reasonable requirement to protect the subjects (e.g., abused or neglected children).

When the research involves minimal risk to the subject (Category 1), there is no single method required to assure that the subject consents to participation. Whether the subject's consent is obtained orally or is implicit in voluntary participation in a well-advertised activity or is secured via a written document, it must be "informed consent." The term "informed consent" implies that the individual has exercised free power of choice without the presence of excessive inducement or any element of deceit, fraud, duress, force, or other form of restraint or coercion. While not mandatory, written documentation is strongly recommended.

A dilemma arises in some research because fully informing the subjects would invalidate the experiment. If it is necessary to withhold information from the subject, the investigator must carefully inform the reviewers of what information will be withheld and must clearly justify the withholding of information. Nondisclosure of information to subjects must not be used simply to assure their participation in the research. Investigators whose proposed research activity is in Category 2 are obligated to obtain legally effective informed consent. The basic elements of information necessary to such consent include:

1. A fair explanation of the procedures to be followed and their purposes, including identification of any procedures which are experimental;
2. A description of any attendant discomforts and risks reasonably to be expected;
3. A description of any benefits reasonably to be expected;
4. A disclosure of any appropriate alternative procedures that might be advantageous for the subject;
5. An offer to answer any inquiries concerning the procedure;
6. An instruction that the individual is free to withdraw his or her consent and to discontinue participation in the project or activity at any time without prejudice to the subject;

An explanation of appropriate complaint procedures.

A written document is preferred for obtaining the consent of subjects involved in research activity in Category 2. If consent is obtained orally, the investigator must provide some documentation of consent for the records. However consent is obtained, the method used must be described and justified in the material sent to the committee for review. Such materials might include, for example, a summary of oral explanations to be given to the participants when obtaining their informed consent. Also, to be submitted to the committee is an explanation of how the investigator plans to monitor the risks and safeguard the subject during the course of the investigation.
Note 1: The method of obtaining consent must not include any exculpatory language through which the subject waives, or appears to waive, any of her/his legal rights, including any release of the University or its agents from liability or negligence. Obtaining a signed consent form is not a release. Rather, it is simply an evidence of disclosure to the subject of essential information necessary to obtain informed consent.

Note 2: Special procedures are required for obtaining and documenting informed consent of subjects placed at risk in activities supported by many external sources of funds.

(this section moved in its entirety to the proposed policy bill)

Treatment of Human Subjects

It is incumbent upon the investigator to make sure that all human subjects are treated with respect and dignity, not just by the principal investigator, but by the research associates as well. The principal investigator should make it clear to the subjects that they are free to discontinue their participation in the research at any time without prejudice to the subject. In those research projects that have potential risk to the subject, the investigator must make every effort to minimize the risks or discomfort related to the subject's participation. For example, if the research activity exposes the subject to considerable physical risk, the investigator must consider whether the subject's response should be monitored by a physician during the testing.

The investigator whose research plans place subjects at risk has the responsibility for justifying that risk. Such a justification will indicate that a thorough search of the literature has been made to ascertain that either the experiment has already been performed with animal subjects or good reasons exist for not utilizing animal subjects; that similar research has not already provided an adequate answer to the research question; and that the design of the study is adequate to yield worthwhile data on the topic under investigation.

The investigator is responsible for the research procedures during the investigation and must be sensitive to individual differences which may pre-dispose certain individuals to experience harmful psychological or physical consequences by participating in the study. Realizing this, the researcher must exercise care to exclude such individuals from the research sample. Should unanticipated harmful effects develop during the research, the investigator shall take immediate steps to correct the situation. For those studies having the potential to produce undesirable effects which may be manifested later, the investigator's responsibility is to plan appropriate follow-up procedures.

The responsibilities of the investigator include scheduling a debriefing session with the subjects following the conclusion of the research. The methodological procedures associated with the study may have caused certain subjects to experience anxiety, embarrassment, and loss of self-esteem. The experimenter should determine whether the subjects have suffered such effects. If they have, the investigator must take positive steps to counteract the effects the study produced. Debriefing procedures to be used must also be described to reviewers. The reviewers must then decide whether the subject's rights and welfare are adequately protected.

The investigator should make every effort to see that the subjects are rewarded or recognized for their participation. Such benefits could be material (money or gifts);
educational (added information or knowledge), some other self-enhancing gains (e.g.,
health and well-being), or the award of a certificate of participation. Any
payment intended for the subjects should not be so large as to constitute an excessive
inducement to participate. The investigator’s description of the research submitted to the
committee shall include plans to reward or recognize the subjects.

[Procedures Regarding] Confidentiality of Data [Regarding Human
Subjects]

It is the investigator’s responsibility to protect the rights of subjects against invasions of
their privacy. The investigator must exercise care in obtaining and handling sensitive
material and has ethical obligations to treat in confidence all private or personal
information related to the subjects. The investigator should explain to those subjects
providing information of a private or personal nature how such information will be used.
Whenever feasible, such information from subjects should be obtained anonymously. If this
is not possible, the data should be coded and the code separated from the data and kept in a
secure place. Finally, the investigator should make certain such data are destroyed when
the research is concluded.

The investigator must specify in the description of the project submitted to the committee
for review her/his plans to ensure the confidentiality of the data and anonymity of the
subjects. The following points can serve as a check-list to ensure that adequate protection
will be provided:
1. The instruments for procuring data should be carefully constructed to ensure that only
personal information absolutely essential to the study is acquired.
2. Personal information checklists which permit identification of the subject should be
stored in files accessible only to authorized personnel.
3. Data containing personal information should be changed into coded form as soon as
feasible. This means removal of the name and any other information which would reveal
the subject’s identity.
4. Adequate procedures for the disposal of data must be included in the research plans.
5. The identity of subjects must not be released without their express permission.

Certain research studies utilize data involving identifiable subjects that were collected
previously for a different purpose. In such instances, the investigator must (a) re-evaluate
the risk to the subjects, (b) determine whether the new use is within the scope of the
original consent, and (c) provide for the anonymity of subjects in the intended study.

[Procedures Regarding] Complaint[s] Procedures

It is also the responsibility of the principal investigator to advise all subjects, either in
writing or orally, of their right to file a complaint with the University Committee. Each
subject shall be given the name, address, and telephone number of the appropriate person
to contact to register a complaint regarding her/his participation in the research. The
participant or her/his legal representative should direct the complaint to the chairperson of
the committee, with a copy to the Provost/Provost’s representative.
The University Committee has the responsibility for investigating all complaints. After its investigation, the committee will report its findings to the Provost. Normally, these findings will indicate one of the following: (a) that the complaint is invalid, (b) that the complaint is valid and that the principal investigator must submit an amended statement of procedure for consideration by the committee. (c) that the complaint is valid and that committee approval of the research project is withdrawn. In all cases, the Provost notifies both the principal investigator and the complainant (if identified) of the findings of the investigation and of the action to be taken.

[Procedures Regarding the College-Level Committees]

Each college, school, and Kent Library shall maintain a College Review Committee (CRC), composed of one (or, at the discretion of the unit, two) representative(s) from each department within the unit, such representatives being elected by the full-time faculty in each department. The CRC may develop internal working procedures not inconsistent with the Faculty Handbook or those of the University Committee.

Procedures Regarding the Student Services Review Committee

The Dean of Students shall appoint and maintain a Student Services Review Committee (SSRC) consisting of no fewer than five members. These members shall be broadly representative of the personnel and administrative responsibilities of the division. The SSRC may develop internal working procedures not inconsistent with the Faculty Handbook or those of the University Committee.

Procedures Regarding the University Committee on Research Involving Human Subjects

The University Committee may develop internal working procedures not inconsistent with the Faculty Handbook.

Responsibilities of the Committee

Qualifications for Committee Membership

The Committee shall not consist entirely of persons who are officers, employees, or agents of or otherwise associated with the institution apart from their membership on the committee. No member of the committee shall be involved in either the initial or continuing review of an activity in which he/she has a conflicting interest, except to provide information requested by the committee.
Composition and Selection of the Committee

The committee shall not consist entirely of members of a single professional group. The committee shall not consist entirely of men or entirely of women. The Provost shall appoint [the membership of] thirteen members to the committee as follows:

1. Three members from the professions outside the University.
2. One member from each college, school, and Kent Library and the School of Polytechnic Studies (from two nominees submitted by each college council),
3. One at-large representative (from two nominees submitted by the Faculty Senate),
4. One representative from the Graduate Faculty,
5. One representative of the college deans,
6. One representative from Student Services, and
7. The Dean of the [School of] Graduate Studies or his/her designee, and

[8. One representative of the Provost.]

Members of the committee shall be identified to appropriate agencies by name; earned degrees, if any; position or occupation; representative capacity; and by other pertinent indications of experience, such as board certification, licenses, etc., sufficient to describe each member's chief anticipated contributions to committee deliberations. Any employment or other relationship between each member and the institution shall be identified, i.e., full-time employee, part-time employee, member of governing panel or board, paid consultant, unpaid consultant. Changes in committee membership shall be reported in such form and at such times as may be required by law.

Terms of Committee Members

The Dean of the Graduate School at the University shall be a permanent member of the Committee. The terms of membership for the members shall be for one, two, and three years, staggered, to ensure an orderly rotation of members. Beginning with the second year, four appointments will be made annually, and each of these will be for a three-year term. Members may not exceed two consecutive three-year terms, but may be reappointed following a one-year hiatus. [The Dean of the School of Graduate Studies shall not be subject to any term limit. The Provost's representative, and the designee of the Dean of the School of Graduate Studies (if used) shall not be subject to a limit on terms served. They may be reappointed at the end of their term, and they may be replaced within their term or at the end of their term by the appointing or designating authority.]

Quorum Requirements
The quorum of the committee shall be defined as a majority of the total membership.
Approval by a majority of the members meeting in quorum shall constitute approval of the
proposal.
A research proposal which has received the endorsement of the department chairperson,
College Review Committee or Student Services Review Committee, and the dean or Dean
of Students requires a majority of the total committee membership for rejection.

Duties of Committee Chairperson

The Provost shall appoint the chairperson of the committee within a reason- able time
following the annual appointment of new members to the committee. Duties of the
committee chairperson include developing and publicizing an annual schedule of regular
committee meetings, and he/she is responsible for the prompt communication of
committee findings to appropriate parties. Further- more, the chairperson is responsible for
communicating annually with deans and the Dean of Students and College and Student
Services Research Committees regarding criteria for research involving human subjects.

Notification of Committee Action

Following its initial review of a research proposal, the committee shall
report the action taken to the Provost or designee. Recommendations by the committee are
subject to further consideration by the Provost and by the President. Normally, the report of
committee actions sent to the Provost or his/her designee will (a) recommend approval, or
(b) indicate any special requirements to be met and the conditions under which approval
would be recommended, or (c) reject the proposal, in which case the reasons for rejection
are stated. With concurrence of the Provost, the chairperson of the committee sends a
notification of committee restrictions to the principal investigator. Investigators dissatisfied
with findings of the committee may appeal to the Provost. A subsequent reconsideration of
a research proposal may, at the discretion of the Provost, involve attendance of the
principal investigator and/or consultants selected by the committee and by the
investigator. Unfavorable recommendations and restrictions cannot be removed except by
the committee. Procedural changes in a project can be implemented only after these
changes are reviewed and approved by the committee. When reviews are completed and
approval granted by the committee, the chairperson completes a certification of review and
forwards a copy to the Provost, who agrees or disagrees and informs the principal
investigator.

It is the responsibility of the Provost to insist that restrictions and recommendations made
by the committee are fully implemented. Any disregard of commit- tee restrictions and
recommendations by a principal investigator shall be reported immediately to the Provost,
who takes steps for remedial action.

Provision for Modification of Procedures

The operational policy of the Committee on Research Involving Human Subjects shall be subject to a continuing review that will be cognizant of changes in regulations of appropriate agencies. Recommendations for changes also may be initiated by individuals who are not members of the committee. A proposed change and the rationale for the change must first be reviewed at the college or division level before being forwarded to the committee. Proposed changes coming to the committee from the various college councils or the Student Services Division shall be studied to determine whether they are feasible. If a proposed change seems desirable to the committee, the proposal shall be sent via the Provost to all the college councils and the Student Services Division for their consideration and input. Proposed changes originating in the committee also will be sent via the Provost to the various college councils and the Student Services Division for study.

A proposed change that is supported by the committee and a majority of the college councils (with the vote of the Student Services Division being equal to a college council vote) shall be sent by the committee to the Provost and shall be accompanied by a rationale for change. If the proposed change is unacceptable to the Provost, it shall be returned to the committee for further study. If the change is approved by the Provost, it shall be forwarded to the President for his/her approval. Following approval by the President, a statement of the change shall be disseminated on campus and forwarded to appropriate agencies for their information and/or negotiation. Proposed changes in existing policy shall become effective when they have been approved by the committee and the President and notification of the changes has been sent to appropriate agencies.
I. Motion to be Considered:

Recommend approval of the following changes to Academic Programs:

- New Program – Undergraduate Certificate in Autism Spectrum Disorder – Attachment 1
- New Program – Graduate Certificate in Autism Spectrum Disorder – Attachment 2
- New Minor – Business Law – Attachment 3
- New Minor – Cybersecurity – Attachment 4
- New Minor – Supply Chain Management – Attachment 5

II. Background:

New Program – Undergraduate Certificate in Autism Spectrum Disorder
The Department of Elementary, Early, and Special Education in the College of Education is proposing a new Undergraduate Certificate in Autism Spectrum Disorder.

The Autism Spectrum Disorder (ASD) Certificate Program enables students to attain knowledge and skills essential in making a positive impact on individuals with ASD. The increasing prevalence and large research-to-practice gap in educational programs drives this critical need. This 15-credit hour certificate requires 5 courses, taught at the 500-level, which may be taken by both undergraduates and graduates.

The Autism Spectrum Disorder certificate was first offered in 2009, as a non-transcripted certificate. Undergraduate and graduate students who have completed the five courses in this program are awarded a certificate from the College of Education. Records are kept by a faculty member, and the Dean’s office issues the certificate. This program has grown since it began in 2009, from 6 certificates granted in Spring/Summer 2010 to 14 certificates granted in the 2011-
2012 academic year. Due to its popularity and significance, the need exists for this to be a
transcripted certificate program, documented by the Registrar’s office.

The five courses in the certificate program are currently taught by Exceptional Child faculty in
load as a part of the Autism minor and Exceptional Child program. No new faculty expenses are
needed. In 2009, the faculty member who developed the autism courses received a Kent Library
Endowment Fund grant for $2257 to purchase library materials for the autism certificate
program. Subsequent library resources will be purchased with department library funds.

**New Program – Graduate Certificate in Autism Spectrum Disorder**
The Department of Elementary, Early, and Special Education in the College of Education is
proposing a new Graduate Certificate in Autism Spectrum Disorder.

The Autism Spectrum Disorder (ASD) Certificate Program enables students to attain knowledge
and skills essential in making a positive impact on individuals with ASD. The increasing
prevalence and large research-to-practice gap in educational programs drives this critical need.
This 15-credit hour certificate requires 5 courses, taught at the 500-level, which may be taken by
both undergraduates and graduates.

The Autism Spectrum Disorder certificate was first offered in 2009, as a non-transcripted
certificate. Undergraduate and graduate students who have completed the five courses in this
program are awarded a certificate from the College of Education. Records are kept by a faculty
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needed. In 2009, the faculty member who developed the autism courses received a Kent Library
Endowment Fund grant for $2257 to purchase library materials for the autism certificate
program. Subsequent library resources will be purchased with department library funds.

**New Minor – Business Law**
The Department of Accounting in the Harrison College of Business is proposing a new minor in
Business Law.

The Business Law minor will provide a foundation in law and legal concepts that will prepare
students for their careers or advanced studies in law or business, as well as a competitive
advantage for graduates in the job market. The minor serves several constituencies who may not
be considering applying to law school: business majors who want an additional emphasis in such
areas as risk management, corporate governance, and government relations; non-business majors
with an interest in law from a philosophical or policy perspective; criminal justice and forensic
science students who may be interested in the convergence of law and management within their fields; students who may be interested in pursuing a career in government, court, or school administration, or in real estate, insurance, banking, finance, and similar private sector areas; and, students who have an interest in becoming paralegals.

No new resources are needed to deliver the minor, as current faculty will teach the existing courses.

New Minor – Cybersecurity
The Department of Industrial and Engineering Technology in the College of Science, Technology, and Agriculture is proposing a new minor in Cybersecurity.

The Cybersecurity minor will provide basic understanding of computer system security, hands-on experience in the design of secure computing architectures, an understanding of cryptographic primitives for high assurance security systems, group management for cyber infrastructure resources, and security policy and threat modeling. It will most likely attract students majoring in Computer Science, or Telecommunications and Computer Networking, but would also be an option for those who may not successfully complete the requirements for the bachelor degree in Cybersecurity but want the foundation the minor provides.

No new resources are needed to deliver the minor, as current faculty will teach the existing courses.

New Minor – Supply Chain Management
The Departments of Accounting, and Management and Marketing, in the Harrison College of Business are proposing a new minor in Supply Chain Management.

The Supply Chain Management minor will provide a foundation in logistics and supply chain management concepts that will prepare students for their careers or advanced studies in operations management. Because Southeast Missouri is located in a transportation hub for river, rail, and over-the-road distribution, the minor will provide a competitive advantage for graduates in either the regional or national job markets.

No new resources are needed to deliver the minor, as current faculty will teach the existing courses.
Specific Format Required for a Complete Proposal

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

1. New Program Proposal Form

Form NP
NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s):  Southeast Missouri State University

Program Title:  Autism Spectrum Disorder Certificate Program
(Undergraduate)

Degree/Certificate:  Autism Spectrum Disorder Certificate

Options:  

Delivery Site(s):  Online

CIP Classification
(provide a CIP code):  13.1013

Implementation Date:  Fall 2013

Cooperative Partners:  

Expected Date of First Graduation:  Fall 2013

AUTHORIZATION

Ronald Rosati, Provost
Name/Title of Institutional Officer  Signature  Date

Nancy Aguinaga, Ph.D.
Person to Contact for More Information  321-794-5943  Telephone
2. Need:

The Autism Spectrum Disorder (ASD) Certificate Program enables students to attain knowledge and skills essential in making a positive impact on individuals with ASD. The increasing prevalence and large research-to-practice gap in educational programs drives this critical need. This 15-credit hour certificate requires 5 courses, taught at the 500-level, which may be taken by both undergraduates and graduates:

EX 555 Introduction to Autism Spectrum Disorders
EX 556: Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder
EX 557: Behavior Management & Interventions for Individuals with Autism Spectrum Disorder
EX 558: Seminar: Research in Autism Spectrum Disorders
EX 559: Clinical Practicum

Southeast MO State University ASD certificate was first offered in 2009, as a non-transscripted certificate. Undergraduate and graduate students who have completed the five courses in this program are awarded a certificate from the College of Education. Records are kept by a faculty member, and the Dean’s office issues the certificate. This program has grown since it began in 2009, and due to its popularity and significance, the need exists for this to be a transcribed certificate program, documented by the Registrar’s office.

A. Student Demand: The courses in the program have been taken by students in a variety of programs, such as education, child development, and communication disorders. Four of the courses are part of the Autism Studies minor. The courses have a seat limit of 30, and were originally scheduled to be offered once a year. Due to the demand, the introductory course (EX 555) is now offered fall, spring, and summer, with two sections offered in Spring 2013, and one of the other courses (EX 556) is offered twice a year. The following chart shows the undergraduate and graduate enrollment history of the five courses in the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX 555</td>
<td>9</td>
<td>25</td>
<td>91</td>
<td>77*</td>
</tr>
<tr>
<td>EX 556</td>
<td>21</td>
<td>25</td>
<td>53</td>
<td>28*</td>
</tr>
<tr>
<td>EX 557</td>
<td>10</td>
<td>22</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>EX 558</td>
<td>20</td>
<td>21</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>EX 559</td>
<td>13</td>
<td>14</td>
<td>20</td>
<td>Su 13 course</td>
</tr>
</tbody>
</table>

*Does not include Summer 2013 enrollment

The first ASD non-transcripted Certificate was given in Spring 2010, with the following number of students completing the requirements for the certificate for each year:

<table>
<thead>
<tr>
<th>Spring / Summer 2010</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010 – Summer 2011</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2011 – Summer 2012</td>
<td>14</td>
</tr>
<tr>
<td>Fall 2012*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
</tr>
<tr>
<td><strong>Undergraduate Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

*The majority of students complete the certificate in the summer with the EX 559 Clinical Practicum.
While it is difficult to determine how many students are actively seeking the certificate, as opposed to just taking a course or courses for the minor, there are an additional 142 undergraduate students (and 46 graduate students) who have taken one or more of the autism courses and may be pursuing the certificate.

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

**Form SE**

**UNDERGRADUATE / GRADUATE STUDENT ENROLLMENT PROJECTIONS**

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Part-Time</strong></td>
<td>UG</td>
<td>GR</td>
<td>UG</td>
<td>GR</td>
<td>UG</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20</td>
<td>10</td>
<td>25</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

*Enrollment projections for students completing the entire certificate program

ii. Will enrollment be capped in the future?

Enrollment will not be capped at this point, but may need to be re-evaluated in terms of qualified faculty available to teach the courses, if it grows beyond the enrollment projections.

B. Market Demand:

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

According to the Centers for Disease Control and Prevention (CDC), about 1 in 88 children has been identified with an ASD. The estimated prevalence of ASDs has increased 23% during 2006 to 2008 and 78% during 2002 to 2008 (1-4).

The increased identification of ASD means that more students with ASD will be found in every community and neighborhood public school. According to the U.S. Bureau of Labor Statistics (BLS), job demand for special education teachers is expected to rise due to medical improvements that diagnose student disabilities at earlier ages. Additionally, there is a need in other fields, such as communication disorders and child development, for the knowledge and skills to work with students with ASD.

C. Societal Need:

i. General needs which are not directly related to employment

According to Autism and Developmental Disabilities Monitoring (ADDN) Network, children from all socioeconomic strata, as well as cultural, racial, and ethnic populations, can be diagnosed as having an ASD. Society has a general need to understand autism better.
D. Methodology used to determine "B" and "C" above.


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

There appears to be three public institutions and one private institution in Missouri that offer a certificate in Autism Studies. Missouri State University offers an 18 credit hour graduate certificate in autism spectrum disorders (ASD) to non-degree seeking individuals or as an add-on to an existing master's degree in education with a developmental disabilities emphasis. The University of Missouri, through the Thompson Center for Autism & Neurodevelopmental Disorders, offers a 12-hour online interdisciplinary graduate certificate program. Missouri Western State University offers an 18 credit hour graduate certificate for teaching of individuals with autism. In private institutions, Fontbonne University offers a 15 credit hour graduate certificate in Autism Spectrum Disorders (ASD), as a non-degree alternative to their Master of Arts degree in Education with a concentration in ASD. The certificate program at Southeast Missouri State University is both needed and unique. There is a demand in this region for advanced coursework in autism, with the Southeast Missouri Autism Center providing collaborative opportunities. This program also appears to be the only program that can be done at both the undergraduate and graduate levels. Because the courses in this program are offered at the 500-level, undergraduate students may also take the course work, meeting the unique need of preparing beginning teachers and other developmental specialists to work with individuals on the autism spectrum.

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

No
4. Program Structure:

**Form PS**

**PROGRAM STRUCTURE**

| A. Total credits required for graduation: | 15 credits required for certificate |
| B. Residency requirements, if any: | None |
| C. General education (total credits): | None |

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>cr.</th>
<th></th>
<th></th>
<th>cr.</th>
<th></th>
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<th>cr.</th>
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</tr>
</tbody>
</table>

D. Major requirements (total credits):

| EX 555 | 3 cr. | EX 559 | 3 cr. |
| EX 556 | 3 cr. |
| EX 557 | 3 cr. |
| EX 558 | 3 cr. |

E. Effective credits
(sum of C, D, & E should equal A):

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

| EX 559 Clinical Practicum |

G. Any unique features such as interdepartmental cooperation:

| 4 of the courses are part of the Autism Studies minor, taken by students in Communication Disorders or Child Development |
5. Financial Projections (for public institutions only): Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

**Form FP**

**FINANCIAL PROJECTIONS**

Courses are currently taught by faculty in the Exceptional Child program as part of their load, and there are no additional expenditures required for this certificate to become a transcribed program.

1. Expenditures:

   **A. One time:**
   - New/renovated space
   - Equipment
   - Library
   - Consultants
   - Other
   
   Total one time expenditures (A):
   
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

   **B. Recurring:**
   - Faculty(1)
   - Staff
   - Benefits
   - Equipment
   - Library(2)
   - Other
   
   Total recurring expenditures (B):
   
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
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<td>0</td>
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</tbody>
</table>

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

2. Revenues:

   **A. State Aid – CBHE**
   **B. State Aid – DESE**
   **C. Tuition/Fees(3)**
   **D. Institutional Resources**
   **E. Other**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>42,750</td>
<td>53,437</td>
<td>64,125</td>
<td>74,812</td>
<td>85,500</td>
</tr>
</tbody>
</table>

   **TOTAL REVENUES:**

   * Please provide a brief description of the nature of the state aid. Is "new" money requested or is "old" money going to be used? What is the nature of the "old" money?
   
   (1) The five courses in the certificate program are currently taught by Exceptional Child faculty in load as a part of the Autism minor and Exceptional Child program. No new faculty expenses are needed.
   
   (2) In 2009, the faculty member who developed the autism courses received a Kent Library Endowment Fund grant for $2257 to purchase library materials for the autism certificate program. Subsequent library resources will be purchased with department library funds.
   
   (3) Tuition and fees are based upon projected enrolled undergraduate students taking 3 online courses per year (9 credit hours).
6. Program Characteristics and Performance Goals: For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Southeast Missouri State University

Program Name: Autism Spectrum Disorder Certificate Program (Undergraduate)

Date: March 7, 2013

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

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Students must meet the requirements for a 500-level course, i.e. completed at least 45 undergraduate credit hours.

- Characteristics of a specific population to be served, if applicable

The courses are open to any major, but are most likely to be taken by education, child development and communication disorders majors. The courses may be taken at the undergraduate or graduate levels.

Faculty Characteristics

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

Faculty must possess an advanced degree and/or teaching certificate in special education, with additional professional development relating to Autism Spectrum Disorder

- 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.

3 full-time graduate faculty will teach in this program, with each teaching 3 – 9 credit hours in this program

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

Faculty in this program are expected to do continued professional development activities relating to ASD and work collaboratively with the Southeast Missouri Autism Center.
Enrollment Projections

- Student FTE majoring in program by the end of five years
  
  N/A

- Percent of full-time and part-time enrollment by the end of five years
  
  0% full-time, 100% part-time in this certificate program

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation
  
  This is a non-degree certificate and may be taken as part of degree requirements or as an add-on certificate for an undergraduate or graduate student.

- Special skills specific to the program
  
  Students in this program will have the knowledge and skills to work with individuals with Autism Spectrum Disorder in a variety of settings

- Proportion of students who will achieve licensing, certification, or registration
  
  There is no licensure credential for Autism in the state of MO.

- 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.
  
  There is no national exam for this certificate. Students must earn a C or better in all 5 courses to earn the certificate.

- Placement rates in related fields, in other fields, unemployed
  
  According to the U.S. Bureau of Labor Statistics, employment of special education teachers is expected to grow by 17 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected because of increasing enrollment and continued demand for special education services.

- Transfer rates, continuous study
  
  One course of equivalent content may be accepted for transfer credit for this certificate, with advisor approval.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.
There is currently no accrediting body for a program in Autism Studies. The five courses in this certificate program are offered by the Exceptional Child program in the Dept. of Elementary, Early and Special Education. This program is nationally recognized by the Council for Exceptional Children (CEC) and the MO Dept. of Elementary and Secondary Education (DESE), and the College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
  No alumni survey will be conducted, other than the general university surveys of alumni, since this is a 15-hour certificate program and not a degree program.

- Expected satisfaction rates for employers, including timing and method of surveys
  No employer survey will be conducted, since this is a 15-hour certificate program, with students potentially employed in a variety of settings.

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

There is currently no accrediting body for a program in Autism Studies. The five courses in this certificate program are offered by the Exceptional Child program in the Dept. of Elementary, Early and Special Education. This program is nationally recognized by the Council for Exceptional Children (CEC) and the MO Dept. of Elementary and Secondary Education (DESE), and the College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

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

The State of Missouri funded $2.6 million in 2007 for the construction of the Southeast Missouri Autism Center, which is the first of its kind in Southeast Missouri. The center provides training and resources to residents in southeast Missouri. A tenure-track faculty member with expertise in ASD was hired in 2008 to develop and implement the certificate program. Students in the ASD Certificate Program have the opportunity to observe and interact with individuals at the center going through diagnostic assessments or communication, social and behavioral treatments.

9. Any Other Relevant Information:
Specific Format: Required for a Complete Proposal

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

1. New Program Proposal Form

---

**Form NP**

**NEW PROGRAM PROPOSAL FORM**

<table>
<thead>
<tr>
<th>Sponsoring Institution(s):</th>
<th>Southeast Missouri State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Autism Spectrum Disorder Certificate Program (Graduate)</td>
</tr>
<tr>
<td>Degree/Certificate:</td>
<td>Autism Spectrum Disorder Certificate</td>
</tr>
<tr>
<td>Options:</td>
<td></td>
</tr>
<tr>
<td>Delivery Site(s):</td>
<td>Online</td>
</tr>
<tr>
<td>CIP Classification (provide a CIP code):</td>
<td>13.1013</td>
</tr>
<tr>
<td>Implementation Date:</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Cooperative Partners:</td>
<td></td>
</tr>
<tr>
<td>Expected Date of First Graduation:</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

**AUTHORIZATION**

<table>
<thead>
<tr>
<th>Ronald Rosati, Provost</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name/Title of Institutional Officer</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Nancy Aguinaga, Ph.D.</td>
<td>321-794-5943</td>
<td>Telephone</td>
</tr>
</tbody>
</table>
2. Need:

The Autism Spectrum Disorder (ASD) Certificate Program enables students to attain knowledge and skills essential in making a positive impact on individuals with ASD. The increasing prevalence and large research-to-practice gap in educational programs drives this critical need. This 15-credit hour certificate requires 5 courses, taught at the 500-level, which may be taken by both undergraduates and graduates:

EX 555 Introduction to Autism Spectrum Disorders
EX 556: Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder
EX 557: Behavior Management & Interventions for Individuals with Autism Spectrum Disorder
EX 558: Seminar: Research in Autism Spectrum Disorders
EX 559: Clinical Practicum

Southeast MO State University ASD certificate was first offered in 2009, as a non-transcripted certificate. Undergraduate and graduate students who have completed the five courses in this program are awarded a certificate from the College of Education. Records are kept by a faculty member, and the Dean’s office issues the certificate. This program has grown since it began in 2009, and due to its popularity and significance, the need exists for this to be a transcripted certificate program, documented by the Registrar’s office.

D. Student Demand: The courses in the program have been taken by students in a variety of programs, such as education, child development, and communication disorders. Four of the courses are part of the Autism Studies minor. The courses have a seat limit of 30, and were originally scheduled to be offered once a year. Due to the demand, the introductory course (EX 555) is now offered fall, spring, and summer, with two sections offered in Spring 2013, and one of the other courses (EX 556) is offered twice a year. The following chart shows the undergraduate and graduate enrollment history of the five courses in the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX 555</td>
<td>9</td>
<td>25</td>
<td>91</td>
<td>77*</td>
</tr>
<tr>
<td>EX 556</td>
<td>21</td>
<td>25</td>
<td>53</td>
<td>28*</td>
</tr>
<tr>
<td>EX 557</td>
<td>10</td>
<td>22</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>EX 558</td>
<td>20</td>
<td>21</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>EX 559</td>
<td>13</td>
<td>14</td>
<td>20</td>
<td>Su 13 course</td>
</tr>
</tbody>
</table>

*Does not include Summer 2013 enrollment

The first ASD non-transcripted Certificate was given in Spring 2010, with the following number of students completing the requirements for the certificate for each year:

<table>
<thead>
<tr>
<th>Semester</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring / Summer 2010</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010 - Summer 2011</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011 - Summer 2012</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012*</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Total</strong></td>
<td><strong>9</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The majority of students complete the certificate in the summer with the EX 559 Clinical Practicum.
While it is difficult to determine how many students are actively seeking the certificate, as opposed to just taking a course or courses for the minor, there are an additional 46 graduate students (and 142 undergraduate students) who have taken one or more of the autism courses and may be pursuing the certificate.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Part-Time</td>
<td>UG</td>
<td>GR</td>
<td>UG</td>
<td>GR</td>
<td>UG</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>10</td>
<td>25</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>75</td>
</tr>
</tbody>
</table>

*Enrollment projections for students completing the entire certificate program

ii. Will enrollment be capped in the future?

Enrollment will not be capped at this point, but may need to be re-evaluated in terms of qualified faculty available to teach the courses, if it grows beyond the enrollment projections.

E. Market Demand:

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

According to the Centers for Disease Control and Prevention (CDC), about 1 in 88 children has been identified with an ASD. The estimated prevalence of ASDs has increased 23% during 2006 to 2008 and 78% during 2002 to 2008 (1-4).

The increased identification of ASD means that more students with ASD will be found in every community and neighborhood public school. According to the U.S. Bureau of Labor Statistics (BLS), job demand for special education teachers is expected to rise due to medical improvements that diagnose student disabilities at earlier ages. Additionally, there is a need in other fields, such as communication disorders and child development, for the knowledge and skills to work with students with ASD.

F. Societal Need:

ii. General needs which are not directly related to employment

According to Autism and Developmental Disabilities Monitoring (ADDM) Network, children from all socioeconomic strata, as well as cultural, racial, and ethnic populations,
can be diagnosed as having an ASD. Society has a general need to understand autism better.

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


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

There appears to be three public institutions and one private institution in Missouri that offer a certificate in Autism Studies. Missouri State University offers an 18 credit hour graduate certificate in autism spectrum disorders (ASD) to non-degree seeking individuals or as an add-on to an existing master's degree in education with a developmental disabilities emphasis. The University of Missouri, through the Thompson Center for Autism & Neurodevelopmental Disorders, offers a 12-hour online interdisciplinary graduate certificate program. Missouri Western State University offers an 18 credit hour graduate certificate for teaching of individuals with autism. In private institutions, Fontbonne University offers a 15 credit hour graduate certificate in Autism Spectrum Disorders (ASD), as a non-degree alternative to their Master of Arts degree in Education with a concentration in ASD. The certificate program at Southeast Missouri State University is both needed and unique. There is a demand in this region for advanced coursework in autism, with the Southeast Missouri Autism Center providing collaborative opportunities. This program also appears to be the only program that can be done at both the undergraduate and graduate levels. Because the courses in this program are offered at the 500-level, undergraduate students may also take the course work, meeting the unique need of preparing beginning teachers and other developmental specialists to work with individuals on the autism spectrum.

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

No
4. Program Structure:

Form PS

PROGRAM STRUCTURE

A. Total credits required for graduation: 15 credits required for certificate

B. Residency requirements, if any: None

C. General education (total credits): None

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

D. Major requirements (total credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX 555</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EX 556</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EX 557</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EX 558</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EX 559</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

E. Free elective credits (sum of C, D, & E should equal A):

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

EX 559 Clinical Practicum

G. Any unique features such as interdepartmental cooperation:

4 of the courses are part of the Autism Studies minor, taken by students in Communication Disorders or Child Development
5. Financial Projections (for public institutions only): Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

Form FP

FINANCIAL PROJECTIONS

Courses are currently taught by faculty in the Exceptional Child program as part of their load, and there are no additional expenditures required for this certificate to become a transcripted program.

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

   B. Recurring:
      * Faculty(1)
      * Staff
      * Benefits
      * Equipment
      * Library(2)
      * Other
      Total recurring expenditures (B):

   TOTAL EXPENDITURES (A + B):

2. Revenues:
   A. State Aid – CBHE*
   B. State Aid – DESE*
   C. Tuition/Fees(3)
   D. Institutional Resources
   E. Other

   TOTAL REVENUES:

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

(1) The five courses in the certificate program are currently taught by Exceptional Child faculty inload as a part of the Autism minor and Exceptional Child program. No new faculty expenses are needed.

(2) In 2009, the faculty member who developed the autism courses received a Kent Library Endowment Fund grant for $2257 to purchase library materials for the autism certificate program. Subsequent library resources will be purchased with department library funds.

(3) Tuition and fees are based upon project enrolled graduate students taking 3 online courses per year (9 credit hours).
6. Program Characteristics and Performance Goals: For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Southeast Missouri State University

Program Name: Autism Spectrum Disorder Certificate Program (Graduate)

Date: March 7, 2013

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

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Students must meet the requirements for a 500-level course, i.e. completed at least 45 undergraduate credit hours.

- Characteristics of a specific population to be served, if applicable

The courses are open to any major, but are most likely to be taken by education, child development and communication disorders majors. The courses may be taken at the undergraduate or graduate levels.

Faculty Characteristics

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

Faculty must possess an advanced degree and/or teaching certificate in special education, with additional professional development relating to Autism Spectrum Disorder

- 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.

3 full time graduate faculty will teach in this program, with each teaching 3 – 9 credit hours in this program

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

Faculty in this program are expected to do continued professional development activities relating to ASD and work collaboratively with the Southeast Missouri Autism Center.
Board of Regents
Motion Consideration Form (Academic Program Changes)
April 10, 2013
Page 20 of 28

Enrollment Projections
• Student FTE majoring in program by the end of five years
  N/A

• Percent of full-time and part-time enrollment by the end of five years
  0% full-time, 100% part-time in this certificate program

Student and Program Outcomes

• Number of graduates per annum at three and five years after implementation

  This is a non-degree certificate and may be taken as part of degree requirements or as an add-on certificate for an undergraduate or graduate student.

• Special skills specific to the program

  Students in this program will have the knowledge and skills to work with individuals with Autism Spectrum Disorder in a variety of settings

• Proportion of students who will achieve licensing, certification, or registration

  There is no licensure credential for Autism in the state of MO.

• 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.

  There is no national exam for this certificate. Students must earn a C or better in all 5 courses to earn the certificate.

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

  According to the U.S. Bureau of Labor Statistics, employment of special education teachers is expected to grow by 17 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected because of increasing enrollment and continued demand for special education services.

• Transfer rates, continuous study

  One course of equivalent content may be accepted for transfer credit for this certificate, with advisor approval.
Program Accreditation

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

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Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
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8. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The State of Missouri funded $2.6 million in 2007 for the construction of the Southeast Missouri Autism Center, which is the first of its kind in Southeast Missouri. The center provides training and resources to residents in southeast Missouri. A tenure-track faculty member with expertise in ASD was hired in 2008 to develop and implement the certificate program. Students in the ASD Certificate Program have the opportunity to observe and interact with individuals at the center going through diagnostic assessments or communication, social and behavioral treatments.

9. Any Other Relevant Information:
MINOR IN BUSINESS LAW

Department(s) of: Accounting
Title of Minor: Business Law
Title of Degree: Minor in Business Law

New Fall 2013

Goals and Objectives:

1. Goals:

To provide a foundation in law and legal concepts that will prepare students for their careers or advanced studies in law or business. The minor will provide a competitive advantage for graduates in the job market.

2. Objectives:

1) to enhance students’ appreciation for the interdisciplinary nature of legal studies.
2) to gain a greater appreciation of legal concepts and how laws are used to protect the public interest.

Competencies, Knowledge of Skills to be Achieved:

Critical thinking, reasoning, analyzing legal caselaw statutes and other legal materials, proficiency in using information technology and legal research skills, enhance oral and written communication skills.

Structure of the Degree and Minor:

1. Degree Requirements

Prerequisites None

Students must complete 9 hours of required coursework including; BL255, UI316, and UI366. In addition, students select 6 hours of elective courses.

Total Credit Hours 15
Minor in Business Law
Department of Accounting

Total Hours in the Minor: 15

Required Courses: 9 hours

BL255 Legal Environment of Business
UI316 Contemporary Legal Studies
UI366 Law & Economics

Elective Courses: Choose two courses Total: 6 hours

CJ220 Criminal Law
CJ370 Juvenile Justice
PS490 Constitutional Law
MC401 Communication Law
BL455 Contracts
AC563/BL563 Regulation and Professional Ethics
BL573 Internship in Business Law
UI305 Judicial Reasoning
PS390 The American Judicial System
IU300 Cyberlaw
CJ422 Criminal Procedure
PS425 Administrative Law & Procedure
PL120 Symbolic Logic I
SC314 Argumentation
PY359 Psychology and the Law
US523 U.S. Constitutional History
PE540 Legal Aspects of Physical Activity & Sport

Rationale

The Department of Accounting is proposing the creation of a minor in business law. Absolutely no additional costs or faculty are necessary to offer this additional service to our students. Forty percent of AACSB-accredited universities have at least one law-based program. There are 237 law-based programs within these 165 undergraduate universities. More specifically, 67 law programs at 57 universities are housed exclusively within the business school.

Missouri State University (enrollment 20,100), is the only AACSB-accredited university to have undergraduate law-based programs inside business, outside business and in an interdisciplinary program. The 3 law-based programs are minors: Legal Studies in Business Minor, Public Law Minor in the Political Science Department, and Law and Society Minor in the College of Humanities and Public Affairs. Each of the 3 minors has its own core of 9 to 12 required hours but offers a very similar broad-based array of law electives from its own and other disciplines. The Legal Studies in Business Minor was created in 1977 and is housed in the Finance and General Business Department. Students who minor in legal studies must take a legal research and writing class, plus 6 hours of legal environment courses (4 hours of which are required for the business core), a 3 hour legal environment course and a 1 hour creditors’ rights course. Students with this minor and some business majors must also take the business
organizations-property law course to complete the 6 hours of legal environment courses. In addition, students elect 12 hours of law-related courses from 18 listed courses, spanning a wide variety of law offerings across campus. At least 1 elective must be outside the business college and 1 course must be inside business. Inside business offerings include Labor Law and Employment Discrimination, Real Estate Law, Estate Planning, Environmental Regulation, International Business Law, and the recent addition of an ADR course, as well as insurance and tax to round out the “inside business” offerings. 9 law-based courses outside the College of Business Administration are in the “Elect from” category also.

The proposed business law minor for Southeast Missouri State University is very similar to the Legal Studies in Business Minor at Missouri State University. By comparison, the minor offered at Southeast Missouri State University requires 15 total hours of coursework, instead of 18. Nine hours of core coursework is required inside the College of Business. With respect to electives, 6* hours of elective work may be selected from 17 classes. The 17 possible elective classes are housed in multiple departments.

The proposed business law minor is valuable to our students who excel in law-related courses because they raise the students’ GPA. A high GPA is important for students seeking admission to law school and other graduate schools and for our students entering a competitive job market. The minor serves several constituencies who may not be considering applying to law school: business majors who want an additional emphasis in such areas as risk management, corporate governance, and government relations; non-business majors with an interest in law from a philosophical or policy perspective; criminal justice and forensic science students who may be interested in the convergence of law and management within their fields; students who may be interested in pursuing a career in government, court, or school administration, or in real estate, insurance, banking, finance, and similar private sector areas; and, students who have an interest in becoming paralegals.

*For those majors (in the Accounting Department) who cannot take more than one UI300-level course in their department of major, as the core requirements call for, nine elective hours may be taken. Those students may choose an additional UI300-level course (from a department other than their major) from the electives courses to fill their University Studies requirement.
MINOR IN CYBERSECURITY

Department(s) of: Industrial and Engineering Technology
Title of Minor: Cybersecurity
Revision: N/A
New: Fall 2013
Title of Degree: Cybersecurity (Bachelor of Science)

Goals and Objectives:

1. Goals:
   a. To provide basic understanding of computing system security
   b. To impart hands-on experience in the design of secure computing architectures
   c. To provide understanding of cryptographic primitives for high assurance security systems
   d. Group management for cyber infrastructure resources
   e. Security policy and threat modeling

2. Objectives:
   a. Understand basic information assurance terminology.
   b. Understand ethical and legal issues in computing.
   c. Understand computer security policies and how they are implemented in organizations.
   d. Understand privacy concerns in computing.
   e. Understand how secure computer systems are designed.
   f. Understand basic computer forensic terminology.
   g. Understand the basic methodology of a computer forensic investigator.
   h. Perform some basic forensic investigation using up-to-date software tools.
   i. Understand system requirements for information assurance.
   j. Understand high assurance security design principles.
   k. Understand how secure systems are built around software, hardware and networks.
   l. Create privilege models based on military or commercial requirements.
   m. Understand and implement security policies for cyber infrastructure.
   n. Apply Group Management principles to create objective separation of roles in a cyber-infrastructure.
   o. Identify asset based authorization models for application to different aspects of computing.
Structure of the Minor:

26 Hours Required

1. Minor Requirements*

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS155</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CS265</td>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>CY201</td>
<td>Intro to Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>CY310</td>
<td>Information Security and Assurance</td>
<td>3</td>
</tr>
<tr>
<td>CY320</td>
<td>Information Security in System Administration</td>
<td>3</td>
</tr>
<tr>
<td>MA464</td>
<td>Mathematical Cryptography</td>
<td>3</td>
</tr>
<tr>
<td>TN275</td>
<td>Network Fundamentals</td>
<td>3</td>
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</table>

Choose 3 hours from the following:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET 245</td>
<td>Logic Circuits</td>
<td>3</td>
</tr>
<tr>
<td>CS280</td>
<td>Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>EP305</td>
<td>Digital and Analog System Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours = 26

*Note: Some of these courses may have other pre-requisites. Please consult with your advisor for details.
FORMAT FOR PROPOSED MINOR

Department(s) of Accounting: Management & Marketing

New Fall 2013
Revision

Title of Minor: Supply Chain Management

Title of Degree: Minor in Supply Chain Management

Goals and Objectives:

1. Goals:

To provide a foundation in supply chain management concepts that will prepare students for their careers or advanced studies in operations management. Because Southeast Missouri is located in a transportation hub for river, rail, and over-the-road distribution, the minor will provide a competitive advantage for graduates in either the regional or national job markets.

2. Objectives:

1) to enhance understanding of supply chain strategies implemented at the enterprise level.
2) to enhance quantitative solution methods that can be applied to managerial decision models.

Competencies, Knowledge of Skills to be Achieved:

Analytical skills in supply chain management; integration of procurement, production, marketing, logistics, and information systems leading to the successful operation of the entire supply chain process; understanding of the role of supply chain management in a contemporary global business setting.

Structure of the Degree and Minor:

1. Degree Requirements: Prerequisites: QM258, MK301, and MG301

Students must complete 15 hours of required coursework: MK346 or MK478, QM352, MI375, QM358, and QM558.

Total Credit Hours = 15
Minor in Supply Chain Management
Departments of Accounting, and Management and Marketing

Total Hours in the Minor: 15

Required Courses:

MI375 Management Information Systems
MK346 Distribution Management
OR
MK478 Global Logistics
QM352 Management Science
QM358 Production/Operations Management
QM558 Principles of Supply Chain Management
I. Motion to be Considered:

Approve the attached revised policy statement for Section 02-12, Grants & Related Contracts, of the Business Policy & Procedures Manual.

II. Background:

In recent years legislation has been passed that enacts compliance requirements that must be followed by the university in order to apply for certain federal funding. The National Science Foundation (NSF) requires that each institution that applies for financial assistance from the NSF for science or engineering research or education certify that the institution has a plan to provide appropriate training in the responsible and ethical conduct of research to undergraduate and graduate students. The National Institutes of Health (NIH) requires that all trainees, fellows, participants, and scholars receiving support through any NIH training, career or research education grant receive instruction relevant to the responsible conduct of research.

The attached revised policy statement (Attachment 1) incorporates a statement that the university does require such training for students supported by certain federal funds. The coordination and documentation of the training program is overseen by the Office of Research & Grant Development.

The Vice President for Finance and Administration shall be responsible for issuing and maintaining updated operating procedures to implement this policy.

<table>
<thead>
<tr>
<th>Recommended By:</th>
<th>Chairperson</th>
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</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>
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<tr>
<td>VP, University Advancement</td>
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</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Board Action on:</th>
<th>Postpone:</th>
<th>Amend:</th>
<th>Disapprove:</th>
<th>Approve:</th>
<th>Secretary:</th>
</tr>
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<tbody>
<tr>
<td>Motion By:</td>
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<td>Second By:</td>
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<td>Vote: Yeas:</td>
<td>Nays:</td>
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</tbody>
</table>
GENERAL STATEMENT OF POLICY

The University accepts grant and contract funds from external partners to support research, teaching, outreach, support, and service programs that align with the recognized objectives of the University.

All standard University and applicable state and federal protocols apply to grant-funded and sponsored activities. Sponsor agency protocols and requirements may also be applied if they are more restrictive than those of the University and state and federal government. The University requires graduate and undergraduate students, associates, and trainees supported by specific federal funds to be trained in accordance with federal regulations.

All grant and contract proposals must be approved by an Authorized Representative of the institution prior to submission to a potential funding partner. A University employee or student engaged in sponsored projects/programs shall be responsible for disclosing any potential conflict of interest (COI) in accordance with the procedures outlined in this manual.

Only the Authorized Representative or his/her designee may accept a grant award or negotiate and execute contract details on behalf of the University. All certifications, contracts, agreements and other award acceptance documents must be signed by an Authorized Representative of the institution.

Project support funds provided by industrial or commercial firms which do not impose any restrictions on the conduct of the project and do not require reports are treated as gift funds and are processed through the University Advancement Office. (See 01-14, Gifts – Processing, for further information.)

The Vice President for Finance and Administration shall be responsible for developing operating procedures to implement this policy.
**PROGRESS REPORT – Contracts and Facilities Management Projects**

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

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

<table>
<thead>
<tr>
<th>General Construction Contract</th>
<th>Nip Kelley Equipment</th>
<th>$300,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wehking Alumni Center Exterior Improvements</td>
<td>Rick Shipman Constructions, Inc</td>
<td>$460,000</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>VENDOR</th>
<th>DESCRIPTION</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Hall Renovations</td>
<td>Kiefner Brothers, Inc.</td>
<td>Change lintels at One Stop and level 1 &amp; 2; add free standing One Stop check-in kiosk; provide historic corridor plaster wall repairs following post-demo visual survey; cover existing beam that projects below new ceiling; change pipe concealing bulkhead above landings of stairs to coordinate with existing support beams; remove existing corridor wood floor system and concrete fill between sleepers; provide ceramic tile clarification and corrections; provide scaffolding to install dome sprinkler piping; add aluminum plates to dome skylight frame to support fire sprinkler piping and paint exposed piping; revise casework in northeast corner of Cashier Work Area due to existing masonry</td>
<td>$164,904</td>
</tr>
<tr>
<td>PROJECT</td>
<td>VENDOR</td>
<td>DESCRIPTION</td>
<td>VALUE</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Conversion of Central Boiler Phase 2</td>
<td>Corrigan Company</td>
<td>Provide on-site enhanced boiler training for plant operators; extend contract completion date to July 31, 2013.</td>
<td>$11,000</td>
</tr>
<tr>
<td>Magill Hall Addition &amp; Renovation</td>
<td>River City Construction, LLC</td>
<td>Demo existing wall and door in room 234 and install new frame and wall; infill basement concrete floor due to abatement; modifications to NMR Room ceiling &amp; utilities; change exterior canopy light fixture; add conduit for smartboard in Biology Lab 114; install owner furnished VCT in Rooms 236, 238, 240; install welded box beam for exterior wall; repair epoxy flooring at windows.</td>
<td>$38,107</td>
</tr>
<tr>
<td>New Student Housing – Phase 1 – Main Building Package</td>
<td>Brinkmann Constructors</td>
<td>Provide rock excavation for electrical duct bank on west side of building; revise transformer pad location and enclosures; delete sprinklers &amp; heat detectors in elevator shafts; add and revise chase enclosures; revise MEP installations and ceilings in lobbies; revise toilet room ceilings from painted gypsum board to acoustic lay-in; provide additional guides and anchorage of steam and condensate lines in Utility tunnel; labor credit for student room closet door and hardware changes; delete vapor barrier below trusses in attic space; revise drywall requirements primarily at all student room vanity walls; revise access door size and configuration in student suite VFCU closets and change</td>
<td>$167,075</td>
</tr>
</tbody>
</table>
Facilities Management Progress Report  
April 10, 2013  
Page 3 of 6

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>VENDOR</th>
<th>DESCRIPTION</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center Restroom Renovation</td>
<td>Midwest Environmental Studies</td>
<td>one regular door to a fire rated access door; provide additional Draka coaxial traveling cable in elevators for cameras; delete hose bibs below student vanities; provide telecommunication conduit extensions to Utility Tunnel and revise steam and condensate installations.</td>
<td>$300</td>
</tr>
</tbody>
</table>

Part III – Facilities Management Capital Projects Update Report

A. STATE FUNDED CAPITAL IMPROVEMENT PROJECTS

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

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

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>STATUS</th>
</tr>
</thead>
</table>
| 3. Conversion of Central Boiler from Coal to Natural Gas (10413)       | Phase I – Complete  
Phase II – Final pay application in process.  
Phase III – Working on punch list items and change order pricing is being prepared for unforeseen conditions.  
A time extension has been granted with all work to be completed by July 2013. |
| 4. University Center Restroom Renovations (10433)                      | All phases substantially complete. Currently in final completion of punch list and project closeout.                                   |
| 5. Academic Hall Renovation (10466)                                    | Installation of third floor mechanical equipment in progress. Installation of plaster, drywall and ceiling grid continues on second and third floors. Installation of steel for demountable partitions on first floor in progress.  
Installation of new sub floor on third floor complete.  
Installation of sheet waterproofing complete. Telecom continues to pull cables for LAN/phone throughout building. Installation of third floor reinforcing steel in progress for completion of installations of mechanical |
<table>
<thead>
<tr>
<th>PROJECT</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Magill Hall Addition &amp; Renovation (10467)</td>
<td>Equipment. Installation of new windows in progress. Recladding of dome is 90% complete. Phase I – East side of building and north addition: Construction is complete. Phase II – West side of existing building: All drywall is hung and taping and finishing is complete. Painting is ongoing, resin lab floors are 90% complete, terrazzo corridor floors will be done by April 5. Casework and hoods are being installed.</td>
</tr>
<tr>
<td>8. Bike rack grant with City of Cape Girardeau (10514)</td>
<td>Phase I: Complete. Phase II: Bike racks to be installed upon completion of the Academic Hall, Magill Hall, and New Student Housing projects. Work to be completed by September 2013.</td>
</tr>
<tr>
<td>9. Horticulture Incubator (Ag. Lab) in KHEC (10526)</td>
<td>USDA grant is funding part of the project. A/E contract has been executed. 85% design review meeting was held. Project complete.</td>
</tr>
<tr>
<td>10. Girardot Center Platform Lift Replacement (10540)</td>
<td>Project complete.</td>
</tr>
<tr>
<td>11. New Student Housing (10542)</td>
<td>Phase I – Earthwork &amp; Utilities: Earthwork is complete. Phase II: Installation of mechanical piping, ductwork, windows for the aluminum storefront, steel studs, hanging drywall, mud taping and painting is continuing. Mock up rooms are in the process of being completed. Building has temporary heat in most areas.</td>
</tr>
<tr>
<td>12. SRC-North Flooring Replacement (10558)</td>
<td>Project complete.</td>
</tr>
<tr>
<td>13. Show Me Center Chiller Plant Construction (10559)</td>
<td>Contractor is continuing with masonry, steel erection, installation of roof decking, tunnel installation and replacing concrete curbs. Work to be completed by July 31, 2013.</td>
</tr>
<tr>
<td>15. Transportation Nexus (10562)</td>
<td>Contractor bids received February 14th. Due to budget constraints project scope will be reduced and rebid.</td>
</tr>
<tr>
<td>18. Housing &amp; Greek Village Master Plan (10570)</td>
<td>Consultant’s study presented to Board in December 2012. Residence Life will meet with Greek organizations to discuss possible renovations to the exterior of the exiting Group Housing.</td>
</tr>
<tr>
<td>PROJECT</td>
<td>STATUS</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20. River Campus Expansion (10575)</td>
<td>Dismantling of handball court is complete pending final documentation. Design Development is in progress. Building construction is anticipated to begin in June 2013.</td>
</tr>
<tr>
<td>22. Campus Space Utilization Study (10587)</td>
<td>Division meetings have begun to discuss the recommendations presented at the December 2012 board meeting. Recommendations for initial projects to be presented to the board in June 2013.</td>
</tr>
<tr>
<td>23. Replace Dempster Hall Roof (10590)</td>
<td>Bid opening is April 4. Roof will be replaced Summer 2013.</td>
</tr>
<tr>
<td>24. UC Ballroom Moveable Wall (10603)</td>
<td>A summer schedule has been developed. Scope has been expanded to include new ceiling and lights in Ballroom B. Plans are being finalized. Demolition work with begin on May 6th.</td>
</tr>
<tr>
<td>25. Replace KHEC Roof (10606)</td>
<td>Bid opening is April 4. Roof will be replaced Summer 2013.</td>
</tr>
<tr>
<td>26. Perryville Computer Lab (10607)</td>
<td>Notice to Proceed was issued to HKW Architects on March 25. The design process is scheduled for completion in May and construction complete October 2013.</td>
</tr>
<tr>
<td>27. Houck Stadium Master Plan (10614)</td>
<td>DLR was selected as the design firm to develop the Houck master plan. A kickoff meeting was held April 2. Video filming tower must be designed first for summer construction.</td>
</tr>
<tr>
<td>28. Tennis Complex Renovations (10615)</td>
<td>Woolpert was selected as the design firm to develop the Tennis Court master plan. A coordination meeting was held in February with Cape Parks and Recreation to discuss improvements at the tennis courts. City of Cape is working on plans for the restroom facility that will be built in 2013.</td>
</tr>
<tr>
<td>30. Broadway &amp; Henderson Traffic Light (10633)</td>
<td>Koehler Engineering has bid documents complete with bidding scheduled for April. Traffic lights are to be complete by August 2013.</td>
</tr>
</tbody>
</table>
Part IV – Other Capital Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Vendor</th>
<th>Description</th>
<th>Value</th>
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<tbody>
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</table>
February 27, 2013

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

Dear Dr. Dobbins,

For over thirteen years, you have been a true friend and committed partner to Lift For Life Academy. Words cannot describe how much our relationship with SEMO means as well as the confidence you have in our mission of educating at-risk children.

We can’t imagine how busy you are with operating a large university. We appreciate all the time and effort you provide through a spectacular liaison; Susan Cole, underwriting various educational initiatives, allowing our students to visit the campus, and much more, all to help with improving student achievement.

There isn’t a moment that goes by that we don’t remember that Lift For Life Academy is the only charter school sponsored by the university. That alone speaks volumes to the commitment you have in our school. Our goal is simple, to have the best charter school in the state and make you, our sponsor proud of what we have all accomplished.

Thank you for extending our charter for the next five years and please send our thanks to the Board of Regents.

Sincerely,

Jack Burke
Board President

Marshall Cohen
Executive Director

Katrice Noble
Director of Academic & Student Services

Lift For Life Academy is a challenging and supportive learning community where each student is valued and empowered to maximize their full potential as students, citizens, and productive members of society.