BOARD OF REGENTS
MOTION CONSIDERATION FORM

June 29, 2011

Open Session

I. Motion to be Considered:

Recommend approval of the following changes to Academic Programs:

- New Undergraduate Certificate Program – English Speakers of Other Languages (ESOL) – Attachment 1 (page 5)
- New Minor – Health Management Entrepreneurship – Attachment 2 (page 15)
- New Minor – Fashion Entrepreneurship – Attachment 3 (page 16)
- Program Title Change – BSBA in Organizational Administration to BSBA in Business Administration – Attachment 4 (page 17)
- Renaming of Option – BS in Technology Management: Industrial Management Option to BS in Technology Management: Industrial & Safety Management – Attachment 5 (page 19)
- Renaming of Option / Split of Options – MS in Criminal Justice – Attachment 6 (page 21)
  - Rename: Non Capstone Option to Comprehensive Examination option
  - Split: Internship or Capstone Seminar Option to Internship Option and Capstone Seminar Option
- Addition of Option / Deletion of Option – BS in Mass Communication – Attachment 7 (page 23)
  - Add: Multimedia Journalism Option
  - Delete: Radio Option
- Deletion of Program – BA in Mass Communication – Attachment 7 (page 23)

II. Background:

New Undergraduate Certificate Program – English Speakers of Other Languages (ESOL)
The Department of English in the College of Liberal Arts is proposing a new English Speakers of Other

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Recommended By:

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

Board Action on: Postpone:

Motion By: Amend:

Second By: Disapprove:

Vote: Yeas: Nays: Approve:

Secretary:
business, communication, languages, education, etc. will be exposed to different cultural and ethnical groups and has to develop inter-cultural awareness and communication skills.

There is also a strong societal need for excellent mainstream teachers prepared to teach English Language Learners who are equipped with knowledge of ESL methodology, assessment and techniques. Research suggests that students often graduate from high school without skills in multiculturalism and diversity for active, informed decision making.

The Department of English is well suited to provide such a proposed program because of the excellently credentialed faculty. The TESOL program at Southeast already adequately offers most of these classes, and is an internationally, nationally, and regionally recognized program of excellence.

The proposed certificate does not require additional faculty, facilities, and other resources that are unique only to this program. Only one new course, EN315, is needed because it is part of an Articulation Agreement between Southeast Missouri State University and Vinnytsia State Pedagogical University, Ukraine. This agreement has been approved and recently signed by the Presidents of both universities.

**New Minor – Health Management Entrepreneurship**

The Department of Health, Human Performance, and Recreation in the College of Health and Human Services and the Department of Management and Marketing in the Donald L. Harrison College of Business are proposing a new minor in Health Management Entrepreneurship.

There is increasing awareness that students graduating in health management would benefit from knowledge of entrepreneurial processes and a more entrepreneurial mindset. This minor recognizes that many health management graduates find themselves forming their own businesses or becoming affiliated with firms through an ownership position in an existing small, developing business providing services such as health promotion and wellness programming, health and fitness programs, health screening and exercise testing. It is also likely that some students from other area who have particular interest in the health programming will be attracted to this minor. Creation of the minor does not require new course development at this time, nor are extra faculty resources required. However, as enrollment grows, discipline-specific courses may be added.

**New Minor – Fashion Entrepreneurship**

The Department of Human Environmental Studies in the College of Health and Human Services and the Department of Management and Marketing in the Donald L. Harrison College of Business are proposing a new minor in Fashion Entrepreneurship.

There is increasing awareness that students graduating in merchandising would benefit from knowledge of entrepreneurial processes and a more entrepreneurial mindset. This minor recognizes that many fashion merchandising graduates find themselves forming their own specialty retail businesses or becoming affiliated with fashion merchandising through an ownership position in an existing small, developing business involved with wholesale and retail merchandising. It is also likely that some students from other areas who have particular interest in wholesale or retail merchandising will be attracted to this minor. Creation of the minor does not require new course development at this time, nor are extra faculty resources required. However, as enrollment grows, discipline-specific courses may be added.
Program Title Change – BSBA in Organizational Administration to BSBA in Business Administration

The Department of Management and Marketing in the Donald L. Harrison College of Business is proposing to change the title of the BSBA in Organizational Administration program to BSBA in Business Administration.

Student recruiting experience has shown that the title “Organizational Administration” is confusing to prospective students looking for a general business/management major. The current title does not communicate the nature or purpose of this major; offering a diverse content that covers the breadth of business education. The faculty believe that the title “Business Administration” more clearly identifies this major as a general/management major given the more recognizable general terminology, business administration. This change will improve student recruiting for this major by more clearly communicating with prospective students, especially non-traditional students.

Renaming of Option – BS in Technology Management: Industrial Management Option to BS in Technology Management: Industrial & Safety Management

The Department of Industrial & Engineering Technology in the School of Polytechnic Studies is proposing to rename the BS Technology Management: Industrial Management option to the BS Technology Management: Industrial and Safety Management option. Over the years, federal and state legislation have firmly established occupational safety as an important goal for businesses and industries to achieve in order to improve the quality of workplace. As a result, demand for qualified safety professionals who are knowledgeable about health and environmental practices and have an understanding of physical, chemical, and biological hazards in the occupational environment have been steadily increasing. Such tasks, in industry, are typically undertaken by individuals with a broad technical management job function.

The Industrial Management option of the BS Technology Management program is designed to prepare graduates for technical management functions in the manufacturing and production sectors of industry. The curriculum currently only has one course that addresses the fundamental principles of safety and the legal aspects. To offer a more comprehensive treatment of topics in occupational safety for students enrolled in this program, we propose replacing three courses in the program with EV453 Occupational Health, EV454 Risk Assessment Applications, and EV455 Industrial Hygiene. These courses would replace MN221 Solid Modeling and Rapid Prototyping, MG301 Principles of Management, and QM352 Quantitative Methods. The structure of the resulting curriculum would provide graduates with the proper balance of safety management and technology training for improving systems and processes in the manufacturing and production sectors of industry.

With the proposed name change and the addition of the courses, the program will continue to represent the core principles and requirements of ATMAE accreditation.
Renaming of Option / Split of Options – MS in Criminal Justice

Rename: Non Capstone Option to Comprehensive Examination option
Split: Internship or Capstone Seminar Option to Internship Option and Capstone Seminar Option

The Department of Criminal Justice and Sociology in the College of Health and Human Services is proposing to rename the MS Criminal Justice: Non Capstone option to the MS Criminal Justice: Comprehensive Examination option. The renaming more adequately reflects the composition of the curriculum.

The Department of Criminal Justice and Sociology in the College of Health and Human Services is proposing to split the MS Criminal Justice: Internship or Capstone Seminar option into two options: MS Criminal Justice: Internship option and MS Criminal Justice: Capstone Seminar option. This revision reflects the addition of field hours to the internship and is consistent with the composition of the curriculum, including the addition of specific prerequisites to the program.

Addition of Option / Deletion of Option – BS in Mass Communication
Add: Multimedia Journalism Option
Delete: Radio Option

Deletion of Program – BA in Mass Communication

The Department of Mass Media in the College of Liberal Arts is proposing to add a Multimedia Journalism option to the BS in Mass Communication, and delete the Radio option from the BS in Mass Communication. They also propose to delete the BA in Mass Communication.

This revision of curriculum will improve the quality of education and skills that Southeast students receive. These changes grew out of the department’s recent Accrediting Council for Education in Journalism and Mass Communications (ACEJMC) re-accreditation site team visit in Fall 2010, which indicated that the curriculum needed to be revised to better prepare majors to work effectively and proficiently in 21st century media workplaces. The site team noted that students would be much better served and more prepared for their professions and careers if we combined elements of Journalism, Radio, and Broadcast News into one multi-platformed option rather than offering these as separate options or tracks.

The Department is combining elements of two options, Journalism and Radio, and the Broadcast News track in the TV & Film option into a new option called Multimedia Journalism. This change reflects the current media landscape and will better prepare our students to work in the multimedia, multi-platform world of mass media today.

As the Journalism option is the only option in the BA in Mass Communication, and we are combining this with curriculum to form the new Multimedia Journalism option under the BS in Mass Communication, we will delete the BA in Mass Communication. There was no difference whatsoever in the courses required for the BA and the BS (in regard to requirements outside of the major, such as math or foreign language); in essence, this was a cosmetic difference at best.
1. New Program Proposal Form

**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>Undergraduate ESOL (English for Speakers of Other Languages) Certificate</td>
</tr>
<tr>
<td>Degree/Certificate:</td>
<td>15 Hour Undergraduate Certificate (Upper Division)</td>
</tr>
<tr>
<td>Options:</td>
<td></td>
</tr>
<tr>
<td>Delivery Site(s):</td>
<td>Southeast Missouri State University campus and Online</td>
</tr>
<tr>
<td>CIP Classification (provide a CIP code):</td>
<td>13.1401</td>
</tr>
<tr>
<td>Implementation Date:</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Cooperative Partners:</td>
<td></td>
</tr>
<tr>
<td>Expected Date of First Graduation:</td>
<td>Spring 2013</td>
</tr>
</tbody>
</table>

**AUTHORIZATION**

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

Carol Scates, Chair, Department of English  
Person to Contact for More Information  
573-651-2156  
Telephone Number
2. Need:

A. Student Demand:

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

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Full-Time</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Part-Time</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>12</td>
<td>18</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

ii. Will enrollment be capped in the future?

We do not project imposing enrollment caps.

B. Market Demand:

i. Research suggests a strong market demand for specialists trained in multiculturalism and ESOL training both home and abroad.

The United States is an ethnically diverse nation. The population growth of Latino Americans is a major demographic trend. According to the statistics of the U.S. Census Bureau, released 12/21/10, while the U.S. population grew by 36% between 1980 and 2009, the Latino population more than tripled. According to U.S. Bureau of the Census Projections (2004) by the Texas State Data Center, University of Texas at San Antonio, in 2020 the projection of Hispanic population will be 59,755,555, in 2050 the number of Hispanics will increase to 102,559,846.

In the state of Missouri, 5.6% of people 5 years and over speak a language other than English at home (U.S. Census Bureau, 2006 American Community Survey). 44% of non-native speakers in the state of Missouri speak Spanish, 19% Serbo-Croatian, 7% Vietnamese, 4% Arabic, 3% Chinese, etc. (Office of English Language Acquisition (OELA)).

The data imply that a Southeast graduate, no matter if his/her profession is in the sphere of business, communication, languages, education, etc. will be exposed to different cultural and ethnical groups and has to develop inter-cultural awareness and communication skills.

ii. The program prepares students to teach English as a second or foreign language overseas.

The English Language (EL) Fellow Program (funded by the U.S. Department of State (DOS) within the Bureau of Educational and Cultural Affairs (ECA), Office of English Language Programs) recruits ESL/EFL instructors every year and places them in all the regions of the
world. The program has placed 650 Fellows into 80 countries since 2001. In the academic year 2008-2009, it planned to recruit approximately 120 Fellows.


iii. International students express interest in obtaining an ESOL/EFL Certificate. The Articulation Agreement between Southeast and Vinnysia Pedagogical State University, Ukraine states that students pursuing a major in English or English Education in Ukraine are interested in earning ESOL Certificate from Southeast.

iv. Teachers of Missouri’s K-12 schools represent another potential market for ESOL/EFL Certification holders. The American education system has over five million Limited English Proficiency (LEP, ELL or ESL) students enrolled in U.S. schools, which is a 57% increase over the past ten years.

Three school districts in Missouri saw over 100% growth of ELL students from 2006 to 2007: Lebanon (150%), Spokane R-VII (267%), and Waynesville R-VI (364%) (Badji, 2008). Based on LEP Census Data from 2003 and 2004, Kansas City district has seen the highest growth of ELL students with 2,142 new students, a 69% increase over the previous year (Sengsavanh, 2005).

The MODESE School Year 2007-2008 LEP Census Results by District PK-12 report (as of May 27, 2008) recognizes that school districts with at least one ELL student have increased to 246, an increase of 26 districts in two years. The following table details Missouri school districts in SE-Cape Girardeau area that have an ELL enrollment of twenty or more students, meaning the state requires them to have a teacher endorsed in ESOL.
Mainstream teachers in urban and rural cities are more likely to come in contact with a LEP student than ever before. However, in the face of the increasing LEP population, professional development for teachers is not keeping up. Very often, mainstream teachers have not been sufficiently trained to meet the needs of this particular group of students. In fact, according to some researchers, only 12% of K-12 teachers have training in English as a second language while 45% have LEPs in their classroom. LEP student growth rate in Missouri has been steady over the past twenty years, with high growth in the past five years. The 2004-05 Missouri LEP Census counted 97 languages of LEP students. Of the nearly 70,000 teachers in Missouri, half of them should expect to have an LEP student in their classroom at some point. Less than 400 teachers were ESOL certified in the 2005 school year, which accounts for less than 1% of all teachers in Missouri who will likely need such certification.

Hours applied toward a Southeast certificate can meet both professional development requirement and help teachers rise on the salary schedule in most districts. The State of MO requires districts to have a full-time certified teacher with ESOL endorsement if there are more than 20 ELL students enrolled. Three courses that the students will take to complete Southeast Certificate program are required for DESE ESOL endorsement.

Although the recruitment to MA TESOL is not the goal of the certificate programs, the continued graduate study after obtaining the certificate would be both feasible and of value.

While K-12 classroom teachers will probably be the major population we serve, we will have international students and American students or mid-career professionals from other fields who would like to add to their job marketability by acquiring a ESOL/TEFL certificate.

C. Societal Need:

i. There is a strong societal need for preparing graduates with skills in intercultural communication, diversity and second language acquisition skills.

ii. There is also a strong societal need for excellent mainstream teachers prepared to teach English Language Learners who are equipped with knowledge of ESL methodology, assessment and techniques. Research suggests that students often graduate from high school without skills in multiculturalism and diversity for active, informed decision making.
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?

Oxford Seminars offers TESOL/TESL/TEFL Certification courses during 6 days in St. Louis University and Rockhurst University in Kansas City that will not provide sufficient training in ESOL issues. Southeast ESOL Certification program requires 4 credits during 180 hours of training.

Midwest University and Saint Louis Christian College offer a TESOL certificate, an 18-hour program consisting of 6 courses. However, the primary mission of these programs is to equip students to teach ESL (English as a Second Language) as an outreach ministry through churches and Christian organizations in the U.S. ESOL/EFL Certificate from Southeast will be available to students without targeting any religious mission.

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 credit hours

B. Residency requirements, if any: n/a

C. General education (total credits): n/a

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>OR</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE275/EL274</td>
<td>3 cr.</td>
<td>OR</td>
<td>EN486</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EN381</td>
<td>3 cr.</td>
<td>OR</td>
<td>TL525</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EN378</td>
<td>3 cr.</td>
<td>OR</td>
<td>UI501</td>
<td>3 cr.</td>
</tr>
<tr>
<td>TL585</td>
<td>3 cr.</td>
<td>OR</td>
<td>EN315</td>
<td>3 cr.</td>
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<tr>
<td>TL425</td>
<td>3 cr.</td>
<td>OR</td>
<td>TL530</td>
<td>3 cr.</td>
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</table>

D. Major requirements: Total credits: 15

E. Free elective approved credits
   (sum of C, D, & E should equal A): n/a

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

G. Any unique features such as interdepartmental cooperation: n/a
5. Financial Projections (for public institutions only): Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

**Form FP**

**FINANCIAL PROJECTIONS**

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

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

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

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

   TOTAL EXPENDITURES (A + B):

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

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

   TOTAL REVENUES:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>$43,481</td>
<td>$46,229</td>
<td>$71,433</td>
<td>$82,423</td>
<td>$82,423</td>
</tr>
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</table>

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

RESPONSE: The proposed certificate does not require faculty, facilities and other resources that are unique only to this program. *Foundations for Teaching English Language Learners* course is designed for students who wish to complete a new fifteen hour undergraduate ESOL/EFL Certificate program from Southeast. The EN315 course is needed because this pending certificate course is part of an Articulation Agreement between Southeast Missouri State University and Vinnytsia State Pedagogical University, Ukraine. This agreement has been approved and recently signed by the Presidents of both universities.
6. Program Characteristics and Performance Goals: For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

**Form PG**

**PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>Southeast Missouri State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name:</td>
<td>Undergraduate ESOL Certificate</td>
</tr>
<tr>
<td>Date:</td>
<td>Spring 2011</td>
</tr>
</tbody>
</table>

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

**Student Preparation**

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

RESPONSE: American students will conduct personal interviews with the TESOL committee to see how their personal goals match with the program objectives. International Students are required to pass the English Assessment test and the interview with the TESOL committee.

- Characteristics of a specific population to be served, if applicable

n/a

**Faculty Characteristics**

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

RESPONSE: The Department of English has sufficient faculty expertise to address the curricular needs of the Certificate program. All faculty have appropriate training and credentials to teach the assigned courses.

- 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.

RESPONSE: Full-time faculty will teach at least 9 of the 15 hours required for the certificate.

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

RESPONSE: Full-time faculty will be involved in advising in the Certificate program and will have expectations for professional development activities.
Enrollment Projections
• Student FTE majoring in program by the end of five years

RESPONSE: 15-20

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

RESPONSE: Percent of full-time enrollment 67% and part-time enrollment 33%

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

RESPONSE: After three years we expect 3-4 graduates per year, after five years, 4-6 graduates per year.

• Special skills specific to the program.

RESPONSE: Students will develop intercultural competence and will be equipped with multicultural approaches to diverse issues. They will also develop understanding of the issues related to ELLs including materials, methodology and techniques of teaching ESL and assessment.

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

n/a

• Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

RESPONSE: Evaluation will involve faculty assessment of students, student assessment of faculty, course assessment by both faculty and students, program assessment by students, faculty, graduates and supervisors. Data on placement of the program’s graduates will also be a part of the evaluation process.

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

n/a

• Transfer rates, continuous study.

n/a

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.
RESPONSE: No accreditation is currently available for undergraduate certification in ESOL.

Alumni and Employer Survey
• Expected satisfaction rates for alumni, including timing and method of surveys

RESPONSE: The program will conduct exit interviews with graduates to determine where the students are employed and whether they are satisfied with the quality of the program.

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

RESPONSE: Surveys will be conducted of employers within one year of students’ graduation to request their input on quality of the program and its graduates.

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.

RESPONSE: No accreditation is currently available for undergraduate certification in ESOL.

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

RESPONSE: The Department of English is well suited to offer the Undergraduate Certificate in ESOL. We have sufficiently credentialed faculty to teach these classes. The TESOL program at Southeast already adequately offers most of these classes, and is an internationally, nationally, and regionally recognized program of excellence, the TESOL program prepares students for the K-12, adult, and college or university setting for teaching English to Speakers of Other Languages.

9. Any Other Relevant Information:

N/A
PROPOSED MINOR

Department of: Health, Human Performance and Recreation and Management and Marketing

(New: Fall 2011)

Title of Minor: Health Management Entrepreneurship

Goals and Objectives

1. Goals. To learn skills necessary to integrate entrepreneurship into health management enterprises and business start-ups.

2. Objectives: To learn entrepreneurship practices as they apply to health/fitness ventures. Develop an understanding of how the business plan varies for health/fitness facilities based on the setting and philosophy of the organization.

3. Competencies: Knowledge of skills to be achieved: Demonstrate an understanding of the process nature of entrepreneurship and new venture creation and development. Develop entrepreneurial strategies and business plans to launch new ventures in the health/fitness industry.

4. Structure of the Minor. This 15 hour minor will be co-delivered by the Harrison College of Business and the College of Health and Human Services. The design is purposely flexible to allow students and their advisors to design programs that meet their specific needs. The minor may be chosen by students in health management merchandising or in business, but it may be of considerable interest to students in other majors.

REQUIRED COURSES: PREREQUISITES:

BA361: Principles of Entrepreneurship (3) 45 hours
BA551: Managing and Growing a New Venture (3) BA361
BA561: Business Planning for New Ventures (3) BA361
HL111: Introduction to Health Management (3) HL331*
HL471: Fitness Facility Administration (3)

*HL 331 pre-requisites include at least 14 hours: MA 134, BS 113, BS 114, CH 180 or 181 or 185

Total Credit Hours: 15
PROPOSED MINOR

Department of: Human and Environmental Studies and Management and Marketing (New: Fall 2011)

Title of Minor: Fashion Entrepreneurship

Title of Degree: N/A

Goals and Objectives

1. Goals. To learn skills necessary to integrate entrepreneurship into the fashion industry.

2. Objectives: To learn entrepreneurship practices as they apply to fashion industry ventures.

3. Competencies: Knowledge of skills to be achieved: Understand the process nature of entrepreneurship and new venture creation and development. Develop entrepreneurial strategies and business plans to launch new ventures.

4. Structure of the Minor. This 15 hour minor will be co-delivered by the Harrison College of Business and the College of Health and Human Services. The design is purposely flexible to all students and their advisors to design programs that meet their specific needs. The minor be chosen by students in fashion merchandising or in business, but it may be of considerable interest to students in other majors.

REQUIRED COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA361</td>
<td>Principles of Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BA551</td>
<td>Managing and Growing a New Venture</td>
<td>3</td>
</tr>
<tr>
<td>BA561</td>
<td>Business Planning for New Ventures</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses:
Select six hours of directed CT (Clothing & Textiles) electives approved by an advisor in major

PREREQUISITES:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA361</td>
</tr>
<tr>
<td>BA361</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15
Form PC

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check those that apply):

   X  Title change only
   _____ Combination program created out of closely allied existing programs
   _____ Option(s) added to existing program(s)
   _____ Addition of certificate program developed from approved existing parent degree
   _____ Addition of free-standing single-semester certificate program
   _____ Delete program(s)
   _____ Delete option(s)
   _____ Program placed on "Inactive Status" list

3. Indicate Program Change or Addition of Options:

<table>
<thead>
<tr>
<th>Before the Proposed Change</th>
<th>After the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Old Program or Certificate Option</td>
<td>Degree</td>
</tr>
<tr>
<td>Organizational Administration</td>
<td>BSBA</td>
</tr>
</tbody>
</table>

4. Attach a copy of the "before and after" curriculum, as applicable, and a rationale for the proposed change.

5. Intended date of program change, additional options, or "Inactive Status":

   Fall 2012
   Month/Year

AUTHORIZATION

Dr. Ronald Rosati, Provost

Name/Title of Institutional Officer: Dr. Gerald McDougall, Dean, College of Business

Signature: (573) 651-2112

Person to Contact for More Information: Telephone Number
Proposed Changes to the Organizational Administration Major, Bachelor of Science in Business Administration Degree

The proposed change in the Organizational Administration Major was approved by the College Council of the Harrison College of Business as follows:
Curriculum changes approved on February 10, 2011; Name change was approved on March 10, 2011.

<table>
<thead>
<tr>
<th>Current:</th>
<th>Proposed Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Major: Organizational Administration</td>
<td>Title of Major: Business Administration</td>
</tr>
</tbody>
</table>

24 credit hours in the Major:

Required Courses for Organizational Administration Major:
- AC375 Financial Statement Analysis (3)
- EC561 Managerial Economics (3)
- MG354 Bus. Negotiation: Concepts/Practice (3)
- MG362 Management Skills (3)
- MG462 Organization Theory & Design (3)
- MK343 Advertising and Promotion (3)

Electives in Major: Choose six hours from business courses (300-500 level). Courses required for this degree (such as BSBA core/support courses or major courses listed above) will not count here.

24 credit hours in the Major:

Majors can select 24 credit hours within a minimum of 4 business disciplines with no more than 9 credit hours being represented per discipline. Business disciplines are defined with these course prefixes: AC, BA, BL, EC, FI, MG, MI, MK, QM.

- Courses cannot double count in the BSBA core/support area and the major; and
- Among the 24 major hours, no more than 9 credit hours (non-BSBA core/support hours) can double count between the OA major and a second business major; and
- No more than 6 credit hours can double count in the major and a minor in the Harrison College of Business.

Rationale:
- Name change is better aligned with “name of major” expectations by employers and students for a general business major.
- Allows more flexibility and breadth to a general business major that is grounded in the BSBA core;
- Allows customization by student;
- For those who select this major as an online-only degree: Harrison College of Business can add more online courses without changing major requirements;
- This curriculum plan will spread the courses across business disciplines to encompass a “general” business concept rather than a selection of “choice” courses within one discipline. For example, if we allowed a student to select any 24 hours in business then they could pick and choose courses within one discipline and possibly declare a double major by only taking 24 hours, thus some restrictions are being applied within and across business disciplines.
Form PC

PROGRAM CHANGE FORM

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check those that apply):

   X  Title change only (Option title and content change)
   ___ Combination program created out of closely allied existing programs
   ___ Option(s) added to existing program(s)
   ___ Addition of certificate program developed from approved existing parent degree
   ___ Addition of free-standing single-semester certificate program
   ___ Delete program(s)
   ___ Delete option(s)
   ___ Program placed on "Inactive Status" list

3. Indicate Program Change or Addition of Options:

<table>
<thead>
<tr>
<th>Before the Proposed Change</th>
<th>After the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Old Program or</td>
<td>Degree</td>
</tr>
<tr>
<td>Certificate Option</td>
<td></td>
</tr>
<tr>
<td>Technology Management</td>
<td>B.S.</td>
</tr>
<tr>
<td>Options:</td>
<td></td>
</tr>
<tr>
<td>Computer &amp; Multimedia Graphics</td>
<td></td>
</tr>
<tr>
<td>Construction Management &amp; Design</td>
<td></td>
</tr>
<tr>
<td>Industrial Management</td>
<td></td>
</tr>
<tr>
<td>Sustainable Energy Systems</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Technology Management</td>
<td></td>
</tr>
<tr>
<td>Telecommunications &amp; Computer Networking</td>
<td></td>
</tr>
</tbody>
</table>

4. Attach a copy of the "before and after" curriculum, as applicable, and a rationale for the proposed change.

5. Intended date of program change, additional options, or "Inactive Status":

   August 2011
   Month/Year

AUTHORIZATION

Dr. Ronald Rosati, Provost

Name/Title of Institutional Officer | Signature | Date

Dr. Ragu Athinarayanan, Chair, Dept of Industrial & Engineering Technology (573) 651-2104

Person to Contact for More Information | Telephone Number
Bachelor of Science – Technology Management
Industrial Management Option Revision

<table>
<thead>
<tr>
<th>Current Option Requirements</th>
<th>Proposed Changes</th>
<th>Revised Option Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Management</td>
<td>change option title</td>
<td>Industrial &amp; Safety Management</td>
</tr>
<tr>
<td>ET 160 Basic Electricity and Electronics</td>
<td>no change</td>
<td>ET 160 Basic Electricity and Electronics</td>
</tr>
<tr>
<td>ET 194 Fundamentals of PLC</td>
<td>no change</td>
<td>ET 194 Fundamentals of PLC</td>
</tr>
<tr>
<td>IM 313 Facilities Planning</td>
<td>no change</td>
<td>IM 313 Facilities Planning</td>
</tr>
<tr>
<td>IM 315 Work Measurement</td>
<td>no change</td>
<td>IM 315 Work Measurement</td>
</tr>
<tr>
<td>IM 411 Total Quality Assurance</td>
<td>no change</td>
<td>IM 411 Total Quality Assurance</td>
</tr>
<tr>
<td>IM 417 Manufacturing Resource Analysis</td>
<td>no change</td>
<td>IM 417 Manufacturing Resource Analysis</td>
</tr>
<tr>
<td>MA 139 Applied Calculus</td>
<td>no change</td>
<td>MA 139 Applied Calculus</td>
</tr>
<tr>
<td>MGG301 Principles of Management</td>
<td>drop course and replace with EV453 Occupational Health</td>
<td></td>
</tr>
<tr>
<td>MN 120 Fund of Engineering Design Process</td>
<td>no change</td>
<td>MN 120 Fund of Engineering Design Process</td>
</tr>
<tr>
<td>MN 170 Engineering Materials and Testing</td>
<td>no change</td>
<td>MN 170 Engineering Materials and Testing</td>
</tr>
<tr>
<td>MN 203 Industrial Materials and Processes I</td>
<td>no change</td>
<td>MN 203 Industrial Materials and Processes I</td>
</tr>
<tr>
<td>MN 204 Industrial Materials and Processes II</td>
<td>no change</td>
<td>MN 204 Industrial Materials and Processes II</td>
</tr>
<tr>
<td>MN221 Solid Modeling &amp; Rapid Prototyping</td>
<td>drop course and replace with EV454 Risk Assessment Applications</td>
<td></td>
</tr>
<tr>
<td>QM352 Quantitative Methods</td>
<td>drop course and replace with EV455 Industrial Hygiene</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: Over the years federal and state legislation have firmly established occupational safety as an important goal for businesses and industries to achieve in order to improve the quality of workplace. As a result, demand for qualified safety professionals who are knowledgeable about health and environmental practices and have an understanding of physical, chemical, and biological hazards in the occupational environment have been steadily increasing. Such tasks, in industry, are typically undertaken by individuals with a broad technical management job function.

The BS Technology Management degree with the Industrial Management option is designed to prepare graduates for technical management functions in the manufacturing and production sectors of industry. The curriculum currently only has one course that addresses the fundamental principles of safety and the legal aspects. To offer a more comprehensive treatment of topics in occupational safety for students enrolled in this program, we propose replacing three courses in the program with EV453 Occupational Health, EV454 Risk Assessment Applications, and EV455 Industrial Hygiene. These courses would replace MN221 Solid Modeling and Rapid Prototyping, MG301 Principles of Management, and QM352 Quantitative Methods. The structure of the resulting curriculum would provide graduates with the proper balance of safety management and technology training for improving systems and processes in the manufacturing and production sectors of industry.

With the proposed name change and the addition of the courses, the program will continue to represent the core principles and requirements of ATMAE accreditation.
### Form PC

**PROGRAM CHANGE FORM**

1. Submitted by: Southeast Missouri State University

2. Type of Program Change (Check those that apply):
   - [X] Title change only *(Non Capstone to Comprehensive Examination)*
   - [ ] Combination program created out of closely allied existing programs
   - [X] Option(s) added to existing program(s) / Revision of option(s)
   - [ ] Addition of certificate program developed from approved existing parent degree
   - [ ] Addition of free-standing single-semester certificate program
   - [ ] Delete program(s)
   - [ ] Delete option(s)
   - [ ] Program placed on "Inactive Status" list

3. Indicate Program Change or Addition of Options:

<table>
<thead>
<tr>
<th>Before the Proposed Change</th>
<th>After the Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Old Program or Certificate Option</strong></td>
<td><strong>Degree</strong></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>M.S.</td>
</tr>
<tr>
<td>• Thesis Option</td>
<td></td>
</tr>
<tr>
<td>• Internship or Capstone Seminar Option</td>
<td></td>
</tr>
<tr>
<td>• Non Capstone Option</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Attach a copy of the "before and after" curriculum, as applicable, and a rationale for the proposed change.

5. Intended date of program change, additional options, or "Inactive Status":
   - August 2011
   - Month/Year

### AUTHORIZATION

Dr. Ronald Rosati, Provost

Name/Title of Institutional Officer: Dr. Andrew Fulkerson, Dept. of Criminal Justice & Sociology

Signature: (573) 651-2429

Date: Telephone Number
Proposed Modification of the Internship as a capstone experience option for the
MS in Criminal Justice Program
Southeast Missouri State University

Current

Thesis, Internship or Other Capstone Experience
Students will have the option of either a thesis, an internship, a capstone seminar, or additional coursework:
(a) The internship will consist of a 120-hour field placement and a paper describing the objectives and outcomes of the experience (3 hours). The internship paper will be prepared under the supervision of a committee that is organized and created in the same manner as a thesis committee. The student will also be required to enroll in GR 699 Master’s Oral Examination in the semester the student anticipates completing the internship.
(b) The capstone seminar will include analysis of current issues and trends in criminal justice, and a practical program or policy review and a writing component (3 hours). The student will also be required to enroll in GR 699 Master’s Oral Examination in the semester the student anticipates completing the capstone seminar. The writings prepared by the student must be approved by the professor supervising the seminar and the Department Graduate Coordinator, who will serve as a second reader.
(c) Students selecting the additional coursework option will be required to take a comprehensive essay examination over their coursework.
(d) Or, for those students who want to pursue a research interest, the thesis (6 hours) may be selected.

Thesis Option
CJ 694 and CJ 695 Thesis in Criminal Justice (6)

Internship or Capstone Seminar Option
CJ 699 Criminal Justice Internship (3); or
CJ 6** Seminar in Criminal Justice Practice (3)
Three hours additional graduate level electives (3)
GR 699 Master’s Oral Examination (0)

Non Capstone Option
GR 698 Comprehensive Examination in Criminal Justice (0)
Six more hours at the graduate level (6)

36 Total Credits
Prerequisites: 18 total credits in the social sciences, including criminal justice, criminology, sociology, psychology, social work, political science or relevant university studies courses. This must include a 3 credit hour course in statistics.

Proposed

Thesis, Internship or Other Capstone Experience
Students will have the option of either a thesis, an internship, a capstone seminar, or additional coursework:
(a) The internship will consist of a 240-hour field placement and a paper describing the objectives and outcomes of the experience (6 hours). The internship paper will be prepared under the supervision of a committee that is organized and created in the same manner as a thesis committee. The student will also be required to enroll in GR 699 Master’s Oral Examination in the semester the student anticipates completing the internship.
(b) The capstone seminar will include analysis of current issues and trends in criminal justice, and a practical program or policy review and a writing component (3 hours). The student will also be required to enroll in GR 699 Master’s Oral Examination in the semester the student anticipates completing the capstone seminar. The writings prepared by the student must be approved by the professor supervising the seminar and the Department Graduate Coordinator, who will serve as a second reader.
(c) Students selecting the additional coursework option will be required to take a comprehensive essay examination over their coursework.
(d) Or, for those students who want to pursue a research interest, the thesis (6 hours) may be selected.

Thesis Option
CJ 694 and CJ 695 Thesis in Criminal Justice (6)

Internship Option
CJ 699 Criminal Justice Internship (6)
GR 699 Master’s Oral Examination (0)

Capstone Seminar Option
CJ 650 Seminar in Criminal Justice Practice (3)
Three hours additional graduate level electives (3)
GR 699 Master’s Oral Examination (0)

Non Capstone Option
GR 698 Comprehensive Examination in Criminal Justice (0)
Six more hours at the graduate level (6)

36 Total Credits
Prerequisites: 18 total credits in the social sciences, including criminal justice, criminology, sociology, psychology, social work, political science or relevant university studies courses. This must include the following: CJ 100 Introduction to Criminal Justice, or equivalent, CJ 220 Criminal Law, or equivalent, and a 3 credit hour course in statistics. Students must also have an undergraduate cumulative grade point average of 2.75 overall or 3.0 in the last 60 hours of undergraduate work. Applicants must also submit a letter of interest.
Form PC
PROGRAM CHANGE FORM

1. Submitted by: **Southeast Missouri State University**

2. Type of Program Change (Check those that apply):
   - Title change only
   - Combination program created out of closely allied existing programs
   - X Option(s) added to existing program(s)
   - Addition of certificate program developed from approved existing parent degree
   - Addition of free-standing single-semester certificate program
   - X Delete program(s)
   - X Delete option(s)
   - Program placed on "Inactive Status" list

3. Indicate Program Change or Addition of Options:

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</thead>
<tbody>
<tr>
<td>Title of Old Program or Certificate Option</td>
<td>Degree</td>
</tr>
<tr>
<td>BA Mass Communication Option(s):</td>
<td></td>
</tr>
<tr>
<td>• Journalism</td>
<td>B.A.</td>
</tr>
<tr>
<td>BS Mass Communication Option(s):</td>
<td></td>
</tr>
<tr>
<td>• Advertising</td>
<td>B.S.</td>
</tr>
<tr>
<td>• Public Relations</td>
<td></td>
</tr>
<tr>
<td>• Radio</td>
<td></td>
</tr>
<tr>
<td>• TV &amp; Film</td>
<td></td>
</tr>
</tbody>
</table>

4. Attach a copy of the "before and after" curriculum, as applicable, and a rationale for the proposed change. **See attached documents.**

5. Intended date of program change, additional options, or "Inactive Status":

   The new option would be available in **August 2012** if included in the Fall 2012 University Bulletin.

**Month/Year**

**AUTHORIZATION**

**Dr. Ronald Rosati, Provost**

<table>
<thead>
<tr>
<th>Name/Title of Institutional Officer</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tamara Baldwin, Chair, Dept. of Mass Media</td>
<td>573-651-2174</td>
<td></td>
</tr>
</tbody>
</table>

**Person to Contact for More Information**

**Telephone Number**
Proposed Mass Communication Curriculum Changes

OBJECTIVES: Compliance with standards of accreditation. Increased average and overall enrollment.
Attached are documents for 58 courses – revision of 32, termination of 16, and addition of 10 – impacting approximately 465 Mass Communication majors.

- INCREASED AVERAGE AND OVERALL ENROLLMENT
  We were challenged in 2010 to increase our average per class by 37% - from 19 to 26. Enrollment management has brought us halfway to our goal. Strategies for achieving the balance include (a) convergence of seven options/tracks into four options and (b) more than tripling the quantity of courses with “HI-enrollment” capacity and more than halving the quantity of courses with “LO-enrollment” capacity
  
  Current: 5 HI-enroll courses + 36 LO-enroll courses
  Proposed: 18 HI-enroll courses + 16 LO-enroll courses

- INCREASED EMPHASIS ON THE KEY VALUES AND COMPETENCIES
  We propose moving the HI-enrollment MC 304 Diversity in Communication from an elective to a required course. We have also specified on syllabi how each course addresses diversity and the other key values and competencies of accreditation.

- TIGHTENED CURRICULUM AND ENROLLMENT MANAGEMENT
  We propose changes in curriculum that will update the content, achieve accreditation recommendations for multimedia convergence and LO-enroll skills classes, eliminate unnecessary prerequisites, and reduce the quantity of options/tracks to increase the pool of prospective enrollees in each course.

  CORE – We propose reducing the department’s required core from 27 hours to 21 hours, terminating the LO-enrollment MC 201 Writing for the Mass Media course, making the MC 486/496 Internship/Practicum an off-load elective instead of a requirement, and shifting MC304 Diversity in Communication from an elective to a required course. By reducing the hours in the core, we can expand the hours in each option from 15 to 21. This keeps us within the parameters of accreditation guidelines (maximum 40 hours taught by MC faculty + MA 155) with room to balance necessary LO-enrollment skills classes against HI-enrollment concepts courses in the options.

  Current: 27-hour core + 15-hour options = 42 hours
  Proposed: 21-hour core + 21-hour options = 42 hours

  We have removed as much theoretical content from the skills courses as possible so that we can have more HI-enrollment survey courses that cover theory and fewer LO-enrollment skills courses that cover application.

  TV & FILM OPTION (90) majors – We propose integrating the current three tracks (Video Production, Film Studies and Broadcast News) into a single, less fragmented option.

  MULTIMEDIA JOURNALISM OPTION (130 majors) – We propose merging the Radio option (45 majors) with the Journalism option (85 majors), with every course in the new option “multimedia” in scope.
ADVERTISING OPTION (85 majors) – Advertising is already inherently multimedia, but we propose adding a course in digital applications. We also propose that the final capstone experience in the Advertising option be integrated with that of the new Multimedia Journalism option – MC 429 Multimedia Management. This will provide News Bureau student staffing.

PUBLIC RELATIONS OPTION (160 majors) – PR is also inherently multimedia, but we propose adding a multimedia strategic production course that includes management of social media communications. This will provide a solution to the problem of excessive content in the current MC 332 PR Writing & Design course. We propose terminating 332 and replacing it with MC 331 Strategic Writing and MC 333 Strategic Production.

• STRATEGIC ENROLLMENT MANAGEMENT
Accreditations guidelines recommend an average maximum of 15 per skills section; any instance of more than 20 is prohibited. Due to a limited number of equipment stations (computers, television cameras, etc.), the maximum capacity of our teaching labs varies from 16 to 20, with a maximum possible average in skills classes of 18. To achieve our goal of 26 average per class, we must balance 16 LO-enroll skills courses at an average of 18 against 18 HI-enroll survey courses at an average of 34. Several limitations challenge us in reaching an average of 34 per survey course:

• Honors sections are limited to a maximum of 25 and sometimes attract 15 or fewer.
• UI sections are limited to a maximum of 30 (and only 25 is if is an Honors section).
• Online sections are limited to a maximum of 30, and Online Programs reserves a significant percentage of seats.
• Off-campus sections do not draw significant numbers.
• With Honors, UI, online and off-campus offerings limited to 30 or less, the burden for on-campus survey courses is pushing the maximum of 38 mandated by fire codes for our classrooms.
• We have tried offering a 100-seat section of our largest class (MC 101). This drains enrollment from other sections of 101, and if we limit 101 or any other class to a single mega-section, overall enrollment decreases because students are left with a single time available to take a class. We could have a limited quantity of classes in Rose Theatre with enrollment higher than 38 but less than 100. However, this facility is not ideal for teaching, and demands for Rose Theatre are increasing due to the auditorium in Academic Hall being out of service.

• IMPLEMENTATION TRANSITION
We have a detailed transition plan for the following:

• Phasing out 16 classes so that existing majors can complete the current curriculum.
• Phasing in 10 new classes in time to accommodate new majors under the 2012 catalog year.
• Appropriate substitutions for students who do not complete old courses being phased out.
• Maximizing enrollment per section during the 2011-14 transition period in order to achieve the goal of an average of 26 per class.