

**SENATE MOTION TO ESTABLISH A PERMANENT STUDY ABROAD ADVISORY COMMITTEE
(SAAC)**

Whereas the responsibility for dealing with curricular matters is assigned to the faculty by the Board of Governors (ART VI SEC 1); and

Whereas the Study Abroad office and the University in general currently lacks a formal avenue to solicit and receive faculty advice on issues ranging from study away curriculum to the quality of existing study away programs or proposed study away programs; and

Whereas the University has dedicated funds for both exploratory study away travel and awards for excellence in study away programs but lacks an enduring process for determining who should be awarded these funds; and

Whereas fellow faculty members, especially those who have run study away programs in the past, are best placed to evaluate the academic quality of both existing and proposed study away programs; and

Whereas the University has projected an increase in study away participation, establishing a long-range goal of 450 Study Away students by 2016.

Be it resolved that the Faculty Senate resolves to establish a standing Senate committee, the *Study Away Advisory Committee*, structured as follows:

(I) Study Away Advisory Committee

(A) Purpose

- (1) Shall meet on a regular basis (as determined necessary by committee members and the Study Abroad office) to award exploratory travel away funds to faculty who have completed all application requirements for such.
- (2) Shall meet on a regular basis (as determined necessary by committee members and the Study Abroad office) to determine the winners of the annual Award for Excellence in Study Away Programming.
- (3) Shall serve as an advisory committee to the director of the Study Abroad Office.
- (4) Shall serve as an advisory resource for faculty, department heads and deans who wish to consult the committee regarding their own study abroad programs.

(B) Membership

(1) The Study Abroad Advisory Committee shall be composed of seven (7) full-time faculty members from different colleges of the University, appointed by the chairperson of the Faculty Senate (or their designee), and the Director of the Study Abroad Office, who will serve as *ex officio* member without vote. A majority of the faculty members on the committee will have had experience leading a study away trip in the past. Members will serve for a term of three (3) years and may be reappointed for one succeeding term. Members will serve staggered three-year terms, so that one-third of the membership shall be replaced each year. The chairperson of the Faculty Senate shall appoint the chairperson of the committee.

Rationale

1. Seven committee members from different colleges of the University strikes a balance between representing the university community as a whole, ensuring a diversity of expertise and opinion, and keeping the committee small enough to function more efficiently.
2. Appointment of members is consistent with how membership is determined on several other standing committees (e.g. rules, academic relations).
3. The relationship between the committee and the Study Abroad Director as established here is most similar to the relationship that exists between the Committee on Citizenship and Service Learning and the Director of the CASL program, as well as the Honors Committee and the Dean of the Honors College; both committees provide advice and council when needed and represent different colleges of the university.
4. The structure proposed allows the relationship between the committee, the Study Abroad Program Director and other members of the university to evolve naturally as unforeseen needs arise, without adding another layer of bureaucracy to impede the growth of study abroad programs.
5. Exploratory travel funds and merit awards for faculty leading study abroad programs will be judged and determined by their peers.

Notes to Faculty Senate Regarding the Establishment of a Permanent Standing Study Away Committee

27 April 2013

Committee members – David Romano, Linnea Lantria, Rosa Maria Mejia, Carmen Boyd, Roger Dowdy, Dennis Schmitt, Courtney Pham

The *ad hoc* Study Away Committee (SAC hereafter) was established in 2011 and originally given 6 charges by Faculty Senate. The committee reported back to Senate in May 2012 about these charges (the full 2012 report of the committee's findings is included at the end of this appendix). Senate determined that the *ad hoc* SAC should continue operating for another year in order to

1. Review and determine awards for faculty funding applications for Study Away Exploratory Travel funds.
2. Evaluate nominations for the newly established Award for Excellence in Study Away Programming.
3. Determine if the *ad hoc* SAC should be converted into a permanent standing committee.

The rationale for converting the *ad hoc* SAC into a permanent standing committee included the annual task of awarding exploratory travel funds (point #1) and determining awards for excellence in study away programs (point #2).

In its May 2012 report to the senate, however, the *ad hoc* SAC indicated its view that for a variety of reasons, a permanent committee should not take on additional mandates beyond acting as an advisory resource for the Study Abroad office and study abroad faculty and programs (see the May 2012 report regarding "Charge 4" at the end of this appendix):

Upon consideration of the advantages and disadvantages of a standing oversight committee, the Committee recommends a limited standing committee with the charge of assisting and working closely with the Study Away office to make recommendations on the approval of faculty-led short term Study Away proposals. In addition, the committee would assist with decisions on allocating course development and exploratory travel funds as they are made available for distribution. The makeup of the committee would be similar to the current *ad hoc* Committee, comprised of faculty from across departments and colleges who are familiar with short-term study away programs and their implementation."

During the *ad hoc* SAC's meetings in 2012 and 2013, the Study Abroad Office indicated that it would be very desirable for them to have a committee of faculty to assist them on a number of issues that might still arise in the future, from providing advice to new faculty study abroad leaders to suggesting changes in policies for programs in the future. The *ad hoc* SAC also discussed further one of its original charges from Faculty Senate: "Ensuring an appropriate level of rigor for all study away courses" (part of the original Charge #1 below). Again the committee reaffirmed its view from the May 2012 report that, in addition to concerns regarding the maintenance of academic freedom,

Oversight of course academic quality is already carried out by the Department Heads and Deans, who must approve study away programs (including approval of the course associated with the program) through the same mechanism as for other courses, with guidance provided by the Study Away Director.

A standing committee would therefore continue to help the Study Away Director provide guidance to program leaders, and would also remind faculty, the department heads and deans that the committee is available to them should they desire an additional opinion regarding a certain program. The committee would especially remind department heads and deans that although the current system appears to be working well, they remain, in tandem with faculty leading programs, the principle academic quality gatekeepers for study away programs run out of their departments and colleges. They and their faculty know their own curriculum and needs best. The *ad hoc* SAC members therefore encourage department heads and deans to give new and continuing programs adequate attention and review, and not to hesitate should they wish to consult with the committee as necessary.

Given the above rationale, the *ad hoc* SAC wishes to present to Faculty Senate the proposed senate action on the establishment of a standing *Study Abroad Advisory Committee*, as described above.

Study Away Committee 2012 Final Report to Faculty Senate

24 April 2012

Committee members – Dan Beckman, Linnea Iantria, Rosa María Mejía, David Romano, Carmen Boyd, Roger Dowdy

The *ad hoc* Study Away Committee was given 6 charges by the Missouri State University Faculty Senate. Each of these charges is addressed separately.

Charge 1.

Draw upon their personal experiences, the experiences of others, and the best practices at other universities to make recommendations for improving study away programs from both student and faculty perspectives. Factors to be considered would likely include, but not be limited to:

- Resources for course development
- Faculty compensation for developing and for teaching study away courses
- Financial assistance for students who need it the most
- The number of credit hours for a typical study away course
- Ensuring an appropriate level of rigor for all study away courses

Response to Charge 1:

- *Resources for course development*

Subsequent to the establishment of this Committee, resources for course development have been allocated through the provost's Exploratory Travel Funds; \$10,000 has been for dispersal in Spring, 2012. This provides a limited amount of funds to be used towards increasing study away opportunities. Faculty will be awarded funding for course development on a competitive basis. Upon being awarded funding they are committed to developing a short-term program to the travel location within 2 years of the funded travel. The Committee agrees with this model and recommends that this funding be continued and expanded.

· *Faculty compensation for teaching study away courses*

Currently, compensation for short-term study away instruction is set at a maximum of 2.5% of the faculty member's base pay per credit hour. Faculty salary is generated by tuition from the class that is associated with the short-term program. If participation is not adequate to generate the amount needed to meet the pay requirement, faculty can still lead the program but pay is pro-rated.

It was recognized that faculty put many hours into planning and implementing programs, and are expected to be available at all times while the program is in session. The Committee recommends that faculty be compensated beyond the current pay formula for this extra effort. This could be achieved by increasing the percentage above 2.5%, by allowing faculty with enrollment beyond the break-even point to receive extra compensation, or by adding a flat payment to the salary calculation already in place. The disadvantage of simply raising the percentage is that, without additional sources of funding, it would increase the number of students needed for senior faculty and would be less helpful to junior faculty whose salaries are lower. The disadvantage of providing extra compensation to faculty with enrollment beyond the break-even point is that it does not help those with lower-enrollment courses. The Committee recommends that a more desirable mechanism for increasing compensation would be a flat fee in addition to the compensation provided by the current formula. The amount of this additional compensation would depend on sources of funding – as discussed below.

Implementing any of these mechanisms would require additional sources of funding. At this time, the Study Away office can only capture the tuition up to the number of students needed to pay the faculty member's full salary. If additional students are enrolled in a course, beyond those needed to meet the break-even point for faculty compensation, the Study Away office cannot currently capture those funds. The Committee recommends that a mechanism be put in place so that this additional source of tuition revenue is put back into Study Away funding as a mechanism for generating additional faculty compensation.

· *Financial assistance for students who need it the most*

The Committee considered various mechanisms by which financial assistance could be provided for students interested in study away, but struggling to afford participation. These include voucher programs and scholarships funded through the provost's office, by student fees, or through departments and colleges.

A voucher program was established for students who entered MSU as freshmen from fall 2009 through summer 2011, but has been discontinued for students entering after summer 2011. This program provided a \$500 voucher to any student participating in a Study Away Program. (Thus far, 130 students have used the voucher at a total cost of \$65,000.) The Committee recommends that this or a similar program be renewed. In April 2012 a need-based scholarship fund of \$15,000 was announced by the Study Away Office. The Committee recommends a continuation and expansion of need-based scholarships as a cost-effective way to increase study away participation.

The Committee recommends that other options be considered for funding vouchers. One possibility is to present to students the option of approving a small fee to be added to tuition to support student vouchers. This would require a special referendum by the Student Government Association and would need to be approved by the administration. One possible model is provided by Texas Tech University, where the student body voted in a \$4-per-semester student international education fee several years ago. Revenues support approximately \$250,000 annually to students in scholarships. Another model is provided by the University of Utah, where there is a \$3 study away student fee. A lottery system is used to select 100 students to get \$1,000 scholarships toward their study away.

Some MSU departments and colleges currently provide scholarships for students to participate in study away. Others could be encouraged to provide scholarships in order to enhance participation. The Committee emphasizes to the MSU administration that increases in study away participation projected in the Long Range Plan cannot be achieved without additional resources. The University established a long-range goal of 450 Study Away students by 2016. Without financial assistance, this insures that the 450 students who study away will be the most affluent students.

Other mechanisms to increase participation in study away, other than financial assistance, were considered by the Committee. These include emphasizing the value and opportunities of study away during SOAR. The lack of emphasis in the Viewbook is currently being addressed by the Study Away Office. Another mechanism is to continue to inform students of study away opportunities and their value in GEP 101 course. Finally, the 2013-14 public affairs theme (*Global Perspective: Why It Matters*) is an international global theme, providing opportunities to encourage international experiences through study away.

· *The number of credit hours for a typical study away course*

The nature of study away courses (often involving limited classroom work, but much time spent observing sights, doing research or service learning, listening to guest speakers, and participating in other cultural activities) makes it difficult to apply the standard in-classroom formula to determine credit hours. Oversight of course academic quality is already carried out the Department Heads and Deans, who must approve study away courses through the same mechanism as for other courses, considering the time involved with the program and authorize appropriate credit accordingly. Guidance is given in the guidelines for the curricular proposal submitted to the Study Away Director.

Charge 2:

Consider new locations, both domestically and abroad, for study away experiences, make recommendations about whether MSU needs to have a more systematic approach to ensuring an appropriate mix of locations, and, if need be, make recommendations about how this should be accomplished.

The Committee does not recommend that locations be chosen independent of faculty interest or that faculty be mandated where to lead programs in order to achieve an “appropriate mix.” This would require significant resources (e.g., staff that would explore and make arrangements to develop such courses) that are unlikely to be available, and would possibly reduce the quality of study away experiences (e.g., by having faculty-led courses in regions to which they have no connections). A more efficient mechanism to avoid too many programs in a single location is through review of proposals for faculty-led short-term study away programs and for exploratory travel or other developmental funds (see Charge 4). Through developmental funds faculty can be encouraged to initiate programs in different regions of the world that would provide unique opportunities for their students. As mentioned above,

the Committee recommends that this funding be continued and expanded.

An additional way to increase study away locations would be to develop a mechanism for faculty to be compensated for organizing a study away trip without having to develop and teach a course. This would likely encourage many more short-term faculty-led programs. For example, faculty could accompany student abroad to take courses at a foreign-based institute (e.g., a language institute or field station)

Charge 3

Make recommendations about whether or not MSU should adopt a consistent numbering scheme (similar to 397) for study away experiences, to make it easier for students to identify these courses and for programs to give credit for international experiences, regardless of the departments that house them.

The Committee is in favor of adopting a consistent numbering scheme for study away experiences as it will make it easier for students to find courses that are specifically Study Away and it would be beneficial for the university in regards to departments, registration, and research. There may be a challenge in finding a suitable course number that is not already in use.

Charge 4:

Make a recommendation about whether or not MSU should create some sort of CASL-style oversight of study away programs to promote study away, to protect quality, and to facilitate the faculty's responsibility for faculty oversight of curriculum issues. If such a committee is judged appropriate, the committee should make additional recommendations about its structure and how the necessary oversight can be achieved while minimizing bureaucracy and safeguarding academic freedom.

The Committee considered advantages and disadvantages of such a committee. Disadvantages include adding additional bureaucracy to the present system that is currently working well. Faculty members are responsible for much of the promotion and recruiting for their own study away, with assistance from the Study Away office - an additional committee would not likely assist substantially with promotion of specific courses. Oversight of course academic quality is already carried out by the Department Heads and Deans, who must approve study away programs (including approval of the course associated with the program) through the same mechanism as for other courses, with guidance provided by the Study Away Director. The Study Away Office approves the non-academic and financial aspect of the program and has oversight of the finances associated with it. Promotion of the program is the responsibility of the program director; however, the Study Away office provides supplemental promotion through newspaper advertisements, printed flyers, and website information. The Committee is concerned that it would be difficult to establish standards for oversight that would allow for the variability in course management inherent in study away courses.

Upon consideration of the advantages and disadvantages of a standing oversight committee, the Committee recommends a limited standing committee with the charge of assisting and working closely with the Study Away office to make recommendation on the approval of faculty-led short term Study Away proposals. In addition, the committee would assist with decisions on allocating course development and exploratory travel funds as they are made available for distribution. The makeup of the committee would be similar to the current *ad hoc* Committee, comprised of faculty from across departments and colleges who are familiar with short-term study away programs and their implementation.

Charge 5

Review applications for Study Away Exploratory Travel Funds and make a determination about the allocation of those funds.

This *ad hoc* committee reviewed the first round of applications for Exploratory Travel Funds and made recommendations concerning the allocation of these funds on April 16, 2012.

Charge 6

Suggest how applications for these or similar funds should be reviewed in the future.

The *ad hoc* committee has been charged with reviewing applications and making recommendations for distribution of Study Away Exploratory Travel Funds. The standing committee that is recommended (see Charge 4) would take over this charge should future funding become available on a regular basis.

Faculty Senate Action for Creation of a Study Away Review Committee

Whereas the responsibility for dealing with curricular matters is assigned to the faculty by the Board of Governors (ART VI SEC 1); and

Whereas the current curricular process does not include a faculty review process for faculty-led short term study away courses; and

Whereas the University has projected an increase in study away participation, establishing a long-range goal of 450 Study Away students by 2016.

Be it resolved that the Faculty Senate agrees, that a review process is desirable and necessary to assure consistency, quality, and an appropriate mix of locations for faculty-lead short term Study Away programs, and so recommends that an ad Hoc Study Away Review Committee be established as the first step in creating a permanent standing committee of Senate. The purpose of this committee will be to work with the Study Away office to make recommendations on the approval of faculty-led short-term Study Away proposals, and to assist with decisions on allocating course development and exploratory travel funds as they are made available; and

Be it further resolved that no later than the November 2012 meeting of the Faculty Senate, the Ad Hoc committee will report to the Senate with recommendations on how to make the Study Away review committee a standing Senate committee, including recommendations on the makeup of the committee and its roles in the approval and allocation processes.

Be it further resolved that no such standards shall in any way interfere with, or be interpreted to interfere with, the academic freedom of any faculty member teaching any such course

Missouri State University

Notice of Appeal of Council/Committee Action

(This form applies to appeals of actions of College and Graduate Councils, PEC and CGEIP)

Date: 4-12-13

Council or Committee Whose Action Is Being Appealed: CGEIP

Specific Action Being Appealed: Rejection of ENG 200, Great Books and Instant Classics, as a new General Education course.

This Appeal Is Being Made By (please check one):

X The Department of English through its Department Head: Professor W.D. Blackmon

The Special Academic Program of through its Coordinator:

The Undergraduate College Council of through its Chairperson:

Faculty Members (no fewer than 30 members of the ranked faculty) (List on back of form)

Reason(s) for Appeal:

Appeal Regarding the CGEIP Rejection Process for ENG 200 (CGEIP Meeting Wednesday, March 20, 2013):

- 1. It was made clear to our department, after CGEIP first considered the course and placed it in the "undetermined" category, that no revisions of the course were allowed, yet it was ultimately rejected because of issues of clear presentation (a large majority of the other proposed courses, initially rejected, were allowed to correct similar problems in presentation that allowed them to be accepted).
2. The comment by a CGEIP Committee member directly before the vote on accepting or rejecting ENG 200 as a new General Education Class is that English had proposed too many new classes (fourteen, with the clear implication that this shouldn't be allowed). Of course, in any guidelines for the revision process there was never any mention of a limitation on the number of departmental course submissions. As it was, our department was highly conscious of limiting our number of course submissions and would have limited them further if we knew that was required or could even become an issue.
3. That same CGEIP committee member bemoaned the fact that if all the English classes were accepted, students could take five English classes in different categories. Of course, in the General Education program now, students can take English classes in six categories if the Basic Required Courses are

with the clear implication that this shouldn't be allowed). **Of course, in any guidelines for the revision process there was never any mention of a limitation on the number of departmental course submissions. As it was, our department was highly conscious of limiting our number of course submissions and would have limited them further if we knew that was required or could even become an issue.**

3. That same CGEIP committee member bemoaned the fact that if all the English classes were accepted, students could take five English classes in different categories. Of course, in the General Education program now, students can take English classes in six categories if the Basic Required Courses are counted. And, it's worth noting that our English Department encompasses a huge number of academic areas. It could be two, three, or four departments at another university, and often classes in such academic areas as basic composition, technical writing, literature, creative writing, English Education, Teaching English to Speakers of Other Languages, linguistics, and folklore are offered by many different departments. **Also, this same committee member proposed a limit to the number of classes a student can take under one prefix. If such a limitation were imposed, in a sense it wouldn't matter how many classes English offered, because the number of English classes a student would take would be limited.**
4. Fourteen class proposals might sound like a lot, but that is exactly parallel to the department's current successful participation in General Education, with the addition of two writing classes (from the different perspectives of Composition and Rhetoric, and Technical Writing) focused on Public Affairs. The University has exhorted departments for years to participate actively in the Public Affairs Mission of the University through the classes they offer, and these classes have a very modest enrollment target.
5. Of the fourteen class proposals, five are Writing I and II proposals (just like exist now), three from literature (just like now), three from creative writing (just like now), and, finally, we dropped a linguistics class and substituted a folklore class as a better fit for the new General Education program.
6. Of the twelve classes we offer now, seven have had consistently higher enrollment (110, 200, 203, 210, 215, 221, and 321), and five have been designed to have more modest enrollment (205, 282, 296 [replaced by 283], 287, 310—these are the new numbers for the parallel courses), as have the two new Public Affairs writing classes. Had the department known of the possibility of a limitation on the number of classes (or known that could be a factor in how many new English Department General Education classes would be accepted, these enrollment targets would have been very important in guiding our decisions.
7. The current title of ENG 200 is Introduction to Literature. It is purposely broad (a complaint about the course when it was ultimately rejected) and not narrow in thematic design (just as Women's Literature is purposely more focused in theme). The broadness of focus is typical of an "introduction" class and makes it ideal as a High School Dual Credit class for extremely advanced students in the region. This is of practical importance because ten sections were offered this academic year in that form (and it is a class that is gaining popularity among high schools wanting to engage their most advanced students in college-level academic work). This is important to MSU's current enrollment concerns and future concerns for recruiting top students. Drury University and others, with lower academic standards for their dual credit classes, are certainly waiting to "scoop up" these students we if have no introductory college literature class for them to take.

I think the points above illustrate how an appeal is warranted and that the Faculty Senate should uphold the appeal. Thank you for considering it.

Missouri State University
Curricular Proposal Course Change or Deletion

Department English

Date 11-11-2012

Check one: This is a change to [X] an existing COURSE
[] an existing REGULAR (i.e. permanent) SECTION of a variable content course

Table with 2 columns: Present Catalog Description (ENG 200 See Attachment A) and Revised Catalog Description (ENG 200 See Attachment B)

What is changing? Check all boxes that apply.

- Course Deletion, Course Code, Course Number, X Title, Prerequisite, Credit Hours/Contact Hours, X Periodicity, X Description

Reason for Proposed Change or Deletion

The new course description is more precise in its representation of the course content, more meaningful to incoming students, and more reflective of the new general education goals.

How Did You Determine the Need For This Change or Deletion?

Seizing the opportunity afforded by the revision to the general education structure and the university's Public Affairs mission, we decided to revise the existing introductory course in literature...

COMPLETE NEW CATALOG INFORMATION (typed)

See Attachment C

Check if this is a non-substantive change. Distribution for non-substantive changes of 100- through 500-level courses: two originally-signed copies to Faculty Senate; 600- through 900-level courses: three originally-signed copies to Graduate Council.

Substantive Change: Department routes according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty. Forward three originally signed forms to one of the following (please check all that apply and send to first council/committee marked).

- [X] College Council (All substantive course changes numbered 100-599 must go through College Council first.)
[] Professional Education Committee (Considers all substantive course changes for Professional Education courses and Teaching Methods courses.)
[X] Committee on General Education and Intercollegiate Programs (Considers all substantive course changes for General Education and Intercollegiate Program proposals.)
[] Graduate Council (Considers all 600-900 level course changes.)

Signature [Handwritten Signature] Department Head

Date 1-9-13

(Routing on Reverse Side)

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.
Comment(s) _____

Signature Scott Canover Date 1-14-13
Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment(s) _____
Signature [Signature] Date 1/15/13
Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.
Comment(s) _____

Signature _____ Date _____
Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.
Comment(s) Application For General Education denied So Course Changes Revised
Signature [Signature] Date 4/15/13
Chairperson

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.
Comment(s) _____

Signature _____ Date _____
Chairperson

6. FACULTY SENATE (ART VI, SEC 9)

APPROVED
 DISAPPROVED

Comment(s) _____
Signature _____ Date _____
Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

RECOMMENDED TO PRESIDENT
 NOT RECOMMENDED TO PRESIDENT

Comment(s) _____
Signature _____ Date _____
Provost

8. PRESIDENT

APPROVED
 DISAPPROVED

Comment(s) _____
Signature _____ Date _____
President

ENG 200 Curricular Change**Attachment A:****ENG 200 Introduction to Literature**

General Education Course (Culture and Society/Humanities Perspective). Investigation of the roles that literature plays in shaping, preserving, and contesting culture and society. Study of literacy in the broadest sense and its impacts over a variety of time periods and cultures. 3(3-0) F,S

Attachment B:**ENG 200 Introduction to Literature Great Books and Instant Classics**

~~General Education Course (Culture and Society/Humanities Perspective). Investigation of the roles that literature plays in shaping, preserving, and contesting culture and society. Study of literacy in the broadest sense and its impacts over a variety of time periods and cultures.~~ **(II. Breadth of Knowledge, A. Knowledge of Human Cultures, Focus on the Humanities). Investigation of the roles that literature plays in shaping, preserving, and contesting culture and society. Study of literacy in the broadest sense and its impacts over a variety of time periods and cultures. The works that a society calls its "great books" tell us much about how the society views itself. Popular forms of linguistic expression, though sometimes less celebrated, similarly reflect a culture's sense of itself. Examining a range of texts, time-honored and otherwise, from numerous critical perspectives, this course explores how literatures reflect the values of the societies that create and enjoy them. Appropriate for students in all majors. 3(3-0) F,S,SU**

Attachment C:**ENG 200 Great Books and Instant Classics**

General Education Course (II. Breadth of Knowledge, A. Knowledge of Human Cultures, Focus on the Humanities). The works that a society calls its "great books" tell us much about how the society views itself. Popular forms of linguistic expression, though sometimes less celebrated, similarly reflect a culture's sense of itself. Examining a range of texts, time-honored and otherwise, from numerous critical perspectives, this course explores how literatures reflect the values of the societies that create and enjoy them. Appropriate for students in all majors. 3(3-0) F,S,SU

Missouri State University

Notice of Appeal of Council/Committee Action

(This form applies to appeals of actions of College and Graduate Councils, PEC and CGEIP)

Date: 4-12-13

Council or Committee Whose Action Is Being Appealed: CGEIP

Specific Action Being Appealed: Rejection of AST 112 Life in the Universe, as a new General Education course.

This Appeal Is Being Made By (please check one):

X The Department of Physics, Astronomy, and Materials Science through its Department Head: Professor David Cornelison

The Special Academic Program of through its Coordinator:

The Undergraduate College Council of through its Chairperson:

Faculty Members (no fewer than 30 members of the ranked faculty) (List on back of form)

Reason(s) for Appeal:

Appeal Regarding the CGEIP Rejection Process for AST 112 (CGEIP Meeting Wednesday, March 20, 2013): This appeal is based on three points, 1) objections raised during the second review were unrelated to those raised during the first review, representing a 'moving target' for garnering CGEIP approval; 2) objections about teaching expertise are the purview of College Council, which passed the course; and 3) the CGEIP committee disagreed with AST112's inclusion in the Life Sciences category; which we argue is the perfect place for this course. These points will now be discussed in further detail.

1) During the first review of AST112 by the CGEIP committee on Feb. 13, objections to the proposal were formatting of the syllabus. Comments stated that SLOs were not sufficiently integrated into the syllabus. Here is a sample comment which is descriptive of the entire CGEIP summary, "Though the verbiage of GLG10 and SLA 10.1, 10.2, 10.3, 10.4, 10.5, 10.6 exist in the syllabus, the integration of these within the syllabus and curriculum is lacking." We agreed with these comments, in that our syllabus did not integrate the SLOs at the level the CGEIP committee was looking for. So we modified the syllabus. The only other comment from the

first review was "it seems more appropriate to offer this as a graduate seminar." which we were told by the CGEIP chair not to respond to as it is clear misread of the course objectives.

During the second review, the comments changed to instructor expertise and whether or not this course should be in the Life Sciences category, points which were never raised during the first review. These comments include, "...whether GG10 is being addressed properly with expertise in the area of biology, chemistry, physiology etc.", "this course covers a broad curriculum that covers biology, philosophy, chemistry, and physics, and it might be difficult for anyone to have expertise in each of these areas equally.", "we should discuss whether this course belongs in the Life Sciences section". All of the questions raised by the CGEIP committee during the second review were included in the syllabus which was examined the first time. As such, they should have been raised during the first review. Thus we feel this course was treated with a bias to reject it.

2) Objections listed by the CGEIP committee include a lack of expertise in the teaching faculty. This objection does not fall under the domain of CGEIP, but rather that of College Council, which did approve this course without question of instructor competence. Bullet four of the "Evaluation Criteria" lists, "Ability to staff proposed sections throughout the year in semesters and modalities proposed", which, interpreted very loosely might allow the CGEIP committee to question instructor competence. However, we would remind that this is a 100 level general-education broad life science course. It is not being taught at a senior level, but rather is meant to teach students about life science connections and as such, our doctoral scientists should readily be able to teach this course in much the same way biologists can teach cell respiration without being chemists (since it is a chemical process), evolution can be taught without an astronomer when several mass extinctions were generated by astronomical intervention (a meteor impact, being the most famous one), or why an astrobiology course could be taught which includes, "searches for extraterrestrial intelligence" without a physicist to teach signal processing. The obvious answer is that none of these courses are taught at a depth where that level of expertise is necessary.

3) We dispute CGEIP's assertion that AST112, Life in the Universe, does not belong in the Life Sciences category. Our syllabus submitted to the committee includes, "To understand how the Universe evolved to become hospitable for life", "To understand how Earth-based life developed" and "evolved", and "understand relationships between humans, other life, and their environments". The goal of the course to teach students the conditions which arose to allow life (including possible alien life), evolution and adaptation of life (including cellular requirements), and the cognitive interaction of that life with its environment (using mankind's impact on the environment as an example). Yes the course will include some chemistry (cells need elements to produce proteins), some astronomy (how were those elements produced? How have extinctions affected evolution, what other planets might be hospitable for life?), some geology (life has to live somewhere), and some philosophy (human's interaction with the environment, terraforming, and the impact of the existence of aliens on our beliefs), but all of these are aimed at life. We feel that this supplies a multidisciplinary approach, which is listed under "High Impact Educational Experiences" as a positive, and we agree. As such, we argue that the appropriate place for this course is Life Science.

I think the points above illustrate how an appeal is warranted and that the Faculty Senate should uphold the appeal. Thank you for your consideration. _____

ROUTING: Three copies to Faculty Senate Executive Committee

18

Missouri State University
CURRICULAR PROPOSAL

NEW COURSE (or new REGULAR SECTION of an existing variable content course)

AST 112 Life in the Universe

Department Physics, Astronomy, & Materials Science

Date Nov. 2, 2012

Check one: New COURSE New REGULAR (i.e. permanent) SECTION of an existing variable content course. If a new regular section of an existing variable topics course, to what existing course is it to be attached? _____

PROPOSED CATALOG DESCRIPTION

General Education Course (Life Sciences). 3(3-0) An exploration of how life came to be on the planet Earth, prospects for detecting it on other worlds and what that detection, or non-detection, means to humanity. Topics include how the Universe and Earth produced conditions for life, how life evolves, biodiversity, recent discoveries of exoplanets, and possible effects on society.

PURPOSE OF COURSE

See attached page.

RELATIONSHIP TO OTHER DEPARTMENTS

Biomedical Science has an intercession astrobiology (BMS455) course which has not been offered in many years. This course is similar, but more in depth and leans more towards the astronomical impacts on evolution, aliens, and the human experience. This course also includes aspects of chemistry (chemical evolution of the Universe; the chemistry of life), geology (how planets develop and evolve), biology and biomedical science (how life evolves, its requirements, and Darwinism).

DEPARTMENT: Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty. Attach New Course Resource Information form (FS 300a/D5) and forward three typed, originally signed forms to one of the following (please check all that apply and send to first council/committee marked). If the course needs to go through more than one council/committee forward one additional form for each additional council/committee marked.

College Council

(All new course proposals numbered 100-599 must go through College Council first. After approval, College Council will forward appropriate number of copies to the next committee/council or directly to the Faculty Senate if no further committee approval is needed.)

Professional Education Committee

(Considers all new courses affecting BS and MS in Education and Educational Specialist degrees)

Committee on General Education and Intercollegiate Programs

(Considers all general education and multi-college new course proposals)

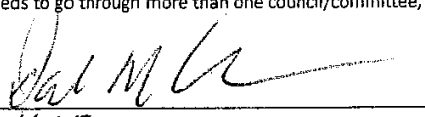
Graduate Council

(Considers all 600-, 700-, and 800-level new courses)

*If the course needs to go through more than one council/committee, forward one additional form for each additional council/committee marked.

Signature

Date



11-5-12
Department Head

(Routing on Reverse Side)

FS New Course - 9/10/2010

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

APPROVED

After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

DISAPPROVED

Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature [Signature]

Date 11/13/2012

Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

REVIEWED

Return to College Council Chair within ten days of receipt for disposition.

Comment (s) _____

Signature [Signature]

Date 1/19/2012

Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED

Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____

Date _____

Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

Comment (s) X

DISAPPROVED

Return one signed copy of final action to the appropriate Department Head.

Signature [Signature]

Date 4/15/13

Chairperson

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition.

DISAPPROVED

Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____

Date _____

Chairperson

6. FACULTY SENATE (ART VI, SEC 9)

APPROVED

DISAPPROVED

Comment (s) _____

Signature _____

Date _____

Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

RECOMMENDED TO PRESIDENT

NOT RECOMMENDED TO PRESIDENT

Comment (s) _____

Signature _____

Date _____

Provost

8. PRESIDENT

APPROVED

DISAPPROVED

Comment (s) _____

Signature _____

Date _____

President

Application for General Education Period 50 New Course for Gen Ed Denied

*NEW COURSE RESOURCE INFORMATION*Department: Physics, Astronomy, & Materials ScienceDate Nov. 2, 2012Course Number and Title AST 112 Life in the UniverseAnticipated Average Enrollment 100 Maximum Enrollment Limit 100Faculty Load Assignment 3 Equated Hours

1 Is another course being deleted? No If so, give course number and title.

2 What will this course require in the way of:

Additional library holdings? None

Additional computer resources? None. Access to current computer labs is sufficient.

Additional or remodeled facilities? None

Additional equipment or supplies? None, this is not a lab course.

Additional travel funds? None

Additional faculty--general vs specialized? None

Other additional expenses? None

3 If additional faculty are not required, how will faculty be made available to teach this course? The updating of the

General Education curriculum advanced by the Faculty Senate provokes an updating of current astronomy offerings.

Condensing the current offerings allows for the inclusion of this new course, to be offered fall semesters only.

Therefore no additional faculty are needed. List names of current faculty qualified to teach this course: Drs.

Mike Reed, Robert Patterson, William Thomas, Becky Baker

4 What is the anticipated source of students for this course? (If from within the department, will students be taking this course in addition to or in place of other courses? If from outside the department, which courses in other departments would most likely be affected?)

This is a General Education course and the source of students is the same as current introductory astronomy courses.

Once the updated General Education curricula are in place, the sources of students diverge slightly as the other astronomy offerings will be placed in the Physical Science category and this course would be placed in the Life Sciences category.

5 Other comments:

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Course number and Title: Astronomy 112: Life in the Universe

Instructor Name: Dr. X.

Professor, Department of Physics, Astronomy, and Materials Science

Office location: Kemper 10X

Phone Number: (417) 836-5131

E-mail: X@missouristate.edu

Office hours: To be set.

Web Page: X.missouristate.edu

Purpose: This is a general education life science course covering the evolution of life in the Universe and prospects and impacts of extraterrestrial life. At the end of this course you should know how the Universe evolved to become hospitable for life; how Earth-based life developed, evolved, and was affected by astronomical events; the relationships between humans, other life, and their environments, including terraforming; discoveries within our solar system and of exoplanets in relation to where life could exist; and possible effects on society and humanity with acquired knowledge of whether or not alien life exists. This course meets the Life Science Learning Goals of 1) Understand living systems by describing their nature, organization and evolution. 2) Understand and use the processes by which scientific knowledge of living things is generated. 3) Develop knowledge of living things through hypothesis testing and gain the ability to draw defensible conclusions regarding living things. 4) Make logical connections between key concepts in the life sciences and describe the interaction between human lives and other living things. 5) Understanding the human species as a biological organism. And 6) Understand the ways the environment impacts humanity and how human actions affect the environment.

Course design: The course will include the following sections:

- 1) History of the Universe with a focus on chemical production and energy which leads to a Universe where humans and other aliens could exist.
- 2) History of life on Earth as our only example of life within the Universe.
- 3) The biology and chemistry of life- conditions for life, including extremophiles.
- 4) Prospects for diversity of life.
- 5) Current exoplanet research in relation to where life could exist and how to find out whether there is alien life.
- 6) Impacts on society whether there is or isn't alien life.

Grading: Grading will be based on 2 tests (100 points each), approximately six homework assignments (20 to 40 points each) and in-class quizzes (using clickers). Grades will be posted on Blackboard.

Attendance Policy: Attendance is required at all lectures as not all material can be obtained from the text alone. If you need to miss a test, you will need to take it beforehand, if you cannot attend when homework is due, you will need to turn it in beforehand. You do not need to e-mail me if you will not be in class: Homework and tests can only be made up with a note- so when you return, bring a note. However, if you will be gone for an extended period, please let me know. Late homework will only be accepted until graded homework is returned or solutions are posted, whichever comes first. Late homework will be graded at half points.

Materials: The texts for this course is *Life in the Universe* by Bennett and Shostak and *How Life Began: Evolution's Three Geneses* by Meinesz. This is the only text you will need for this course. However, this is a very dynamic and evolving area of science and so (some) lecture notes, useful links, and other material will be posted on the web.

Attendance/Absentee policy: The University's attendance policy can be found in the 2010-2011 Undergraduate Catalog at www.missouristate.edu/attendan.html. Class begins at X. If you are not in class at X, then you are late and may miss something. Policies for tests and homework are included in those sections.

Statement of Non-discrimination:

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Statement of Disability Accommodation:

o request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/lcd>.

Statement of Academic Integrity:

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's *Student Academic Integrity Policies and Procedures*, available at www.missouristate.edu/policy/academicintegritystudents.htm. You are also responsible for understanding and following any additional academic integrity policies specific to this class (as outlined by the instructor). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. If you are accused of violating this policy and are in the appeals process, you should continue participating in the class.

Statement of Cell Phone/Pager Policy:

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Please make sure your cell phone does not create a distraction during class.

Laptop Computer Policy: It has been my experience that laptop computers are rarely used for taking notes and because of internet access in the classroom, are typically used for email, Facebook, or other non-class-related activities. If you would like to use your computer for note taking, please talk to me.

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Emergency Response Assistance:

Students who require assistance during an emergency evacuation must discuss their needs with their professors and Disability Services. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

For additional information students should contact the Disability Resource Center, 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576.

For further information on Missouri State University's Emergency Response Plan, please refer to the following web site: <http://www.missouristate.edu/safetran/erp.htm>

Dropping a class policy:

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

General comments and classroom courtesies:

Feel free to ask questions at any time.

No talking with neighbors when the class is in progress. Constant chatter is both disrespectful and disruptive.

This class is from X to X. Homework and tests can and will occur anytime within the allotted time. If you choose to come late or leave early, you may do so, but you may also miss vital material and/or points.

Standards for Written English: (from Barbara Walvoord.) Suppose a group of people were living on a small island, all using the same form of language, until one day the island broke in two, separated by impassible rough water. In 100 years, would the people on both halves still use the same language? No. Human language is always changing. Language on each half of the island would evolve with different forms and rules; neither would be "better" in any absolute sense- just different. Similarly, in the U.S., language variations have developed among people separated by culture or geography. However, a common societal pattern is that the ruling class imposes its form of language on everyone else. In the U.S., the "standard" is the form of the white middle and upper classes. Forms developed by people who have been economically, culturally, or geographically separated are often incorrectly considered "bad" English. But actually such forms are different, not "bad." Each form has its own rules and its own uses.

One of the tasks of a good education is to make you aware of these facts about language. Another task of education, however, is to prepare you to function effectively in the world where readers generally expect you to write Edited Standard Written English (ESWE). Thus, in this class, you must use ESWE. Here is the standard:

- All quoted material enclosed in quotation marks and properly referenced.

- Proper spelling (a typo counts as a misspelling).
- End of sentence punctuation.
- Verb forms must be correct.
- Verb tense must be correct.
- Subject and verb must agree.
- Pronoun form must be correct.
- Apostrophes must be correct.
- Correct sentence sense (words omitted, scrambled, or incomprehensible).

These rules apply to all papers, homework, and short answers on tests.
Spelling, punctuation and grammar will be worth points.

This syllabus is subject to change if needed.

18

With the recent (2011) estimation that there are tens of millions of Earth-like planets in our own galaxy, it is timely to examine humanity's place in the Universe from scientific, historical, and philosophical points of view. This interdisciplinary course will examine conditions which brought about life (astronomy, chemistry, geology, biology, and physics); how that life evolved and survived (biology, chemistry, astronomy, physics); alternative models of evolution (astronomy, physics, biology); current solar system and exoplanet investigations including the search for extraterrestrial life (astronomy, physics, chemistry); and how the discovery, or non-discovery of extraterrestrial life impacts society and individual humans (philosophy).

This course is designed to meet the General Education Life Sciences requirement by engaging students using cutting-edge science in a reflexive way. This course meets the following Life Sciences Learning Goals and Outcomes as proscribed by the Faculty Senate during 2012:

Goal 1: By investigating the conditions of our Universe which allowed life to develop; evolution of life on Earth, including impacts of astronomical events; and how life could adapt to extraterrestrial conditions being discovered in our solar system and beyond.

Goals 2 and 3: By applying knowledge of physics to geological and biological fossil records to deduce how life has and could adapt to a variety of habitats. Few topics are better suited to scientific inquiry than those related to astronomy where evidence is often remote or indirect. This course is not limited to the investigation of Earth-bound life forms, but can use physical evidence to investigate how alien life forms could develop and prosper.

Goal 4: By investigating how all living things have evolved and prospered at various times based on favorable conditions and how the living things impacted each other and their environment.

Goal 5: By investigating how life evolved on Earth into humans, including serendipitous events, both biological and astronomical, which allowed humans to evolve.

Goal 6: This course will investigate not just how humans interact with their Earth-bound environment, but also the larger environment of our galaxy. It will investigate humans' impact on the Earth's atmosphere and biosphere and also contamination of other ecosystems (specifically Mars) including prospects for terraforming other worlds. This course will also examine the philosophical impact of humanity's place in the great context of the Universe.

By satisfying these learning goals and outcomes, this course uses an exciting and rapidly evolving scientific exploration (the search for life on exoplanets) to explore humanity's course through evolution and its possible future both on and off the Earth, alone or in the presence of alien life.

Missouri State University
Curricular Proposal - New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

APR 11 2013

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department English Date 25 February 2013

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM Accelerated Master's in Writing, Technical/Professional Writing Track

Major Comprehensive Major Option x Minor Certificate Certification Academic Rules Other

Degree Applicability Master of Arts in Writing (Technical and Professional Writing track)

General Education Courses Required None Total Hours 0

General Education Courses Recommended None Total Hours 0

Requirements (including Admission) and Limitations for Specific Degree

Admission Requirements: Junior standing, with an overall GPA of 3.25 or higher, a minimum GPA of 3.25 in all Professional Writing courses, and

minimum of 9 hours in Professional Writing with no grade below B in Professional Writing courses; Undergraduate major in Professional Writing;

Recommendation from two Professional Writing faculty members. Once accepted, students may take up to 12 credit hours at the 600 level that will

apply to both their undergraduate and graduate degrees in Professional Writing. Before enrolling in a course to be counted as both undergraduate and

graduate credit and to count the course toward the master's degree, undergraduate students must be accepted into the accelerated program and

complete a Mixed Credit form. Acceptance into the program and all approvals must be completed before the end of the Change of Schedule Period for

the course(s) to apply to the accelerated degree.

Courses Required in Department None Total Hours 0

Courses Required in Other Departments None Total Hours 0

Prerequisites for Required Courses

Recommended Electives in Department ENG 604 Advanced Writing: Non-Fiction, ENG 672 Writing Grant Proposals, ENG 678 Writing for the Health

Professions, ENG 679 Writing for the Web, ENG 684 Topics in Professional Writing, ENG 694 Technical Writing Internship

Total Hours 12

Recommended Electives in Other Departments None Total Hours 0

Limitations on Electives Maximum of 12 hours may be applied toward the Accelerated Master's

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

College Council (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

Professional Education Committee (All proposals affecting BS and MS in Education and Educational Specialist degrees)

Committee on General Education and Intercollegiate Programs (All general education and multi-college programs)

x Graduate Council (All graduate programs)

Signature J. D. Blackman Department Head

Date 3-18-13

1. COLLEGE COUNCIL (ART VI, SEC 3B)

APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

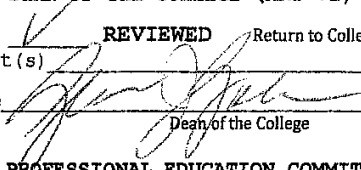
Comment (s) _____

Signature _____ Date _____
Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment (s) _____

Signature  Date 3/19/13
Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____ Date _____
Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

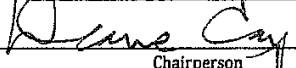
Signature _____ Date _____
Chairperson

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature  Date 4/10/13
Chairperson

6. FACULTY SENATE (ART VI, SEC 9)

APPROVED

DISAPPROVED

Comment (s) _____

Signature _____ Date _____
Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

RECOMMENDED TO PRESIDENT

NOT RECOMMENDED TO PRESIDENT

Comment (s) _____

Signature _____ Date _____
Provost

8. PRESIDENT

APPROVED

DISAPPROVED

Comment (s) _____

Signature _____ Date _____
President

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Accelerated Master's in Writing, Technical/Professional Writing Track

Department: English

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval).
 [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? Yes No
2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? Yes No N/A
3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.) Growth of programs at other universities.
4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program. Informal survey of other programs (via Society for Technical Communications).
5. What are the present/future projected enrollments for this program?
 1st year 3-5 3rd year 12-15

In five years, how many students must be:

- a) declared minors to justify this new minors continuation
- b) declared majors to justify this new majors continuation

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

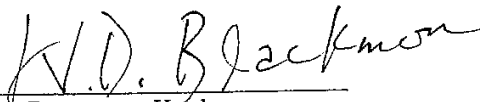
- | | | |
|--|------------------------------|--|
| Additional library holdings? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional technology or other supplies? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional or remodeled facilities? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional travel funds? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional faculty? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional support staff? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Other additional expenses? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

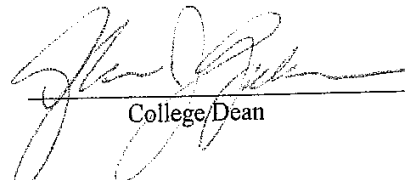
Yes No Yes, but cannot ensure availability No additional resources
needed at this time. Department Head supports the proposal (as does the Provost).

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program. We have a new tenure-track faculty member hired for fall 2013, but, beyond that, current faculty schedules can be shifted to make faculty available to teach new courses and sections. If these faculty are pulled off lower-level courses, even then, typically, faculty can be shifted into these lower-level courses. If necessary, graduate teaching assistants can be trained to teach lower-level courses in high demand classes such as ENG 221, and practitioners in the field can be hired as per course faculty to teach ENG 321.
9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5. Our current facilities are "state of the art." We have the ability now to support these additional students academically.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.



Department Head



College/Dean

Master of Arts, Writing

Core Requirements

All students in the MA in Writing program must complete the following 9-hour core:

ENG 604 Advanced Writing: Non-Fiction

ENG 628 Modern Rhetorical Theory *or* ENG 684 Topics in Professional Writing

ENG 700 Intro to Research Methods in English

Additional Degree Requirements

- 1. Track Options and Requirements.** The tracks described below outline a minimum of 24 hours of graduate-level course requirements and electives. Students should choose electives with an awareness that at least half the credit hours applied toward the 33-hour minimum must be in courses numbered 700 or above. Students must choose a program track before filing a Program of Study.
- 2. Language Proficiency.** The language requirement may be met through a number of options: (a) completion of 12 hours of undergraduate course work in a foreign language with at least a "C" average; (b) completion of a second intermediate course in a foreign language with a grade of "C" or higher; (c) passing a reading competency test administered by the Department of Modern and Classical Languages; (d) completion of 3 additional hours in a graduate-level linguistics course; (e) completion of 6 hours of undergraduate course work in computer languages with at least a "C" average. A student whose native language is not English will be considered to have met the language requirement.
- 3. Research Requirement.** Students may satisfy the research requirement by completing a thesis (6 hours) or by completing two degree papers deriving from two 700-level courses.
- 4. Colloquia.** Students are expected to attend and participate in academic and professional activities. These may be scheduled by the department or may include university and community events (scholarly conferences, professional workshops, lectures, presentations).
- 5. Comprehensive Examination.** Graduate students in the MA in Writing take the comprehensive examination during the last semester of course work or later. The exam is administered in two parts: written and oral. During the written exam students answer two questions (one each in two 90-minute sessions). Students must pass both written essays in order to pass the written exam. During the oral exam, students will respond to questions based on their portfolio.
- 6. Writing Portfolio.** All candidates for the MA in Writing must submit a portfolio of writing projects (which should include thesis or degree papers) developed during their studies. The portfolio will be evaluated and discussed as part of the oral component of the comprehensive exam.

Rhetoric and Composition Track

In addition to the core and degree requirements listed above, students choosing the track in Rhetoric and Composition must complete the following courses:

Required Courses (9 hours):

ENG 627 History of Rhetoric

ENG 720 Seminar: Composition Theory

ENG 721 Theory of Basic Writing

Electives (15 hours):

ENG 623 Writing Center Theory and Practice

ENG 629 Composition and Rhetoric in High School and Junior College

ENG 722 Literacy Theory and Composition

ENG 725 Seminar: Composition and Rhetoric

ENG 792 Linguistics in Rhetoric and Composition

Graduate-level linguistics course

Graduate-level courses in ENG or approved cognate area (3-9 hours)

Technical and Professional Writing Track

In addition to the core and degree requirements listed above, students choosing the track in Technical and Professional Writing must complete the following courses:

Required Courses (9 hours):

ENG 771 Professional Writing

ENG 774 Professional Writing Internship

ENG 775 Designing Technical Documents

Electives (15 hours):

ENG 672 Writing Grant Proposals

ENG 678 Writing for the Health Professions

ENG 679 Writing for the Web

ENG 694 Technical Writing Internship

ENG 726 Issues in Professional Writing

ENG 770 The Teaching of Technical and Professional Writing

ENG 773 Writing for the Computer Industry

ENG 777 Scientific and Technical Editing

ENG 799 Thesis (6 hours)

Graduate-level courses in ENG or approved cognate area (3-6 hours)

Gressel, Barbara S

From: Gillam, Kenneth M
Sent: Monday, March 18, 2013 12:59 PM
To: Gressel, Barbara S
Subject: GTAs

| | | | |
|----------|-----------------|------------|------------------------|
| E100.001 | M-R 9:00-10:15 | McElmurry | Letter of Variance |
| E100.002 | M-R 10:30-11:45 | Pinnon | Letter of Variance |
| E100.003 | M-R 9:00-10:15 | Cooney | Per Course |
| E110.001 | M-R 9:00-10:15 | Silvey | Letter of Variance |
| E110.002 | M-R 10:30-11:45 | Peters | Per Course |
| E110.003 | M-R 10:30-11:45 | TBD | Graduate Assistantship |
| E110.898 | INET | Rowan | Letter of Variance |
| E210.897 | INET | Ellerbrake | Per Course |
| E210.898 | INET | Carroll | Letter of Variance |
| E210.899 | INET | Payne | Per Course |

Dr. Ken Gillam
 Director of Composition
 English Department
 Missouri State University
 Springfield, Missouri

Missouri State University
Curricular Proposal - New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

APR 12 2013

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department Modern and Classical Languages

Date 3/1/2013

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.] CBHE forms are attached to this proposal.

PROPOSED PROGRAM Bachelor of Science in Modern Language and Culture (Non-Comprehensive)

Major X Comprehensive Major Option Minor Certificate Certification Academic Rules Other

Degree Applicability Non-Comprehensive

General Education Courses Required Standard requirement Total Hours 43-52 total

General Education Courses Recommended Total Hours

Requirements (including Admission) and Limitations for Specific Degree

Courses Required in Department 33 hours beyond 102 level in a modern language (selected in consultation with an advisor)

Total Hours 33

Courses Required in Other Departments Minor required

Total Hours Variable

Prerequisites for Required Courses

Recommended Electives in Department Unless students place into the 201-level, they will have to take 102, or 101 and 102

Total Hours 0-6

Recommended Electives in Other Departments

Total Hours

Limitations on Electives none

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

X College Council

(Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

Professional Education Committee

(All proposals affecting BS and MS in Education and Educational Specialist degrees)

Committee on General Education and Intercollegiate Programs

(All general education and multi-college programs)

Graduate Council

(All graduate programs)

Signature

[Handwritten signature]

Department Head

(Routing on Reverse Side)

Date 4/1/13

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

APPROVED

After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature *Scott Cane* Date 4-8-13
Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

REVIEWED

Return to College Council Chair within ten days of receipt for disposition.

Comment(s) _____

Signature *[Signature]* Date 4/9/13
Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Date _____
Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Date _____
Chairperson

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____ Date _____
Chairperson

6. FACULTY SENATE (ART VI, SEC 9)

APPROVED

DISAPPROVED

Comment(s) _____

Signature _____ Date _____
Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

RECOMMENDED TO PRESIDENT

NOT RECOMMENDED TO PRESIDENT

Comment(s) _____

Signature _____ Date _____
Provost

8. PRESIDENT

APPROVED

DISAPPROVED

Comment(s) _____

Signature _____ Date _____
President

Attachment – Complete Catalogue Description**Modern Language and Culture (Non-Comprehensive)**

Bachelor of Science*

Students pursuing the Bachelor of Science in Modern Language and Culture (Non-Comprehensive) complete 33 hours of coursework in a single modern language and a minor. This flexible structure enables students to achieve advanced proficiency in at least one modern language, to understand the cultural factors that affect how members of other language communities view the world and express themselves, to analyze and interpret target-language texts and other cultural products, and to apply those skills and insights in a variety of professional and academic settings.

- A. General Education Requirements - see General Education Program and Requirements section of catalog.
- B. Major Requirements (39 hours)
 1. MCL 200(3)
 2. Complete 33 hours in coursework beyond the 102 level in a single modern language, as approved by an advisor (language courses at the 101 or 102 level may not be counted toward this major)
 3. Modern Language and Culture Capstone: MCL 495(3)
- C. Minor Required (or second major). A minor chosen from within the Department of Modern and Classical Languages must be in a different language than the major.
- D. General Baccalaureate Degree Requirements - see General Baccalaureate Degree Requirements section of catalog.

* Students who wish to complete a Bachelor of Arts in a language may pursue an individualized major.

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Bachelor of Science in Modern Language and Culture (Non-Comprehensive)

Department: Modern and Classical Languages

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval).

[Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.] **These CBHE forms are attached to this proposal.**

1. Is another program being deleted or altered? X Yes No
2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? X Yes No

(Significant communication took place with all of the affected departments, and each has submitted a letter of support.)

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

This program is being proposed in order to streamline our current academic offerings, which comprise nine degree programs in the modern languages. The current proposal contemplates consolidating those programs into two (really a single program, but with comprehensive and non-comprehensive versions). For further explanation and justification, please refer to the Statement of Rationale and Benefits and other documentation that is part of the package to be submitted to the CBHE.)

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

Student demand is implicit in this proposal, but as stated above, more than a new program, this proposal is a consolidation of existing programs. Therefore, the department is confident that demand will be consistent with the aggregate demand for and enrollments in its current programs. (See MDHE Form SE and other documentation that is part of the package to be submitted to the CBHE for further information regarding demand and enrollment projections.)

5. What are the present/future projected enrollments for this program? (See also Form SE.)

1st year 140 (based on current programs) 3rd year 145

In five years, how many students must be:

- a) declared minors to justify this new minors continuation n/a
- b) declared majors to justify this new majors continuation 140 (i.e., sustain at least current level)

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

- | | | |
|--|-----------|-----------------|
| Additional library holdings? | _____ Yes | <u> x </u> No |
| Additional technology or other supplies? | _____ Yes | <u> x </u> No |
| Additional or remodeled facilities? | _____ Yes | <u> x </u> No |
| Additional travel funds? | _____ Yes | <u> x </u> No |
| Additional faculty? | _____ Yes | <u> x </u> No |
| Additional support staff? | _____ Yes | <u> x </u> No |
| Other additional expenses? | _____ Yes | <u> x </u> No |

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

 X Yes _____ No _____ Yes, but cannot ensure availability

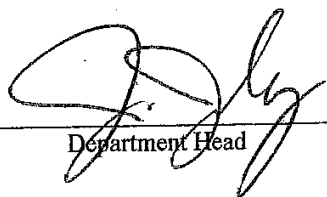
8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

Current departmental faculty resources are sufficient to staff courses in our current programs, and we anticipate that no new resources will be needed as we transition to the proposed program design. If meeting increased demand becomes an issue, particularly in Spanish, the department will advocate for a search to replace Dr. Jason Jolley, who is now department head and whose line was absorbed by COAL.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

Again, it is important to consider that this proposal relates to a degree program that is essentially a reconfiguration of several existing programs. Therefore, no additional resources (of the kind referred to in question 6) are needed.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.



 Department Head

 College Dean

APR 11 2013

Missouri State University
Curricular Proposal - New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of the Graduate College, regardless of whether the program is graduate or undergraduate. Contact the Graduate College, CARR 306, for a copy of the CBHE policies and information concerning proposal development. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department Graduate College Date February 14, 2013

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM Master of Science in Interdisciplinary Studies

Major XX Comprehensive Major Option Minor Certificate Certification Academic Rules Other

Degree Applicability Master of Science

General Education Courses Required Total Hours N/A

General Education Courses Recommended Total Hours N/A

Requirements (including Admission) and Limitations for Specific Degree See attached # 3

Courses Required in Department See attached #3 Total Hours 36 minimum

Courses Required in Other Departments See attached #3 Total Hours

Prerequisites for Required Courses See attached #3

Recommended Electives in Department See attached #3 Total Hours

Recommended Electives in Other Departments See attached #3 Total Hours

Limitations on Electives See attached #3

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

College Council (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

Professional Education Committee (All proposals affecting BS and MS in Education and Educational Specialist degrees)

Committee on General Education and Intercollegiate Programs (All general education and multi-college programs)

X Graduate Council (All graduate programs)

Signature Tom Tomasi Department Head

Date 2/12/13

(Routing on Reverse Side)

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____ Date _____
Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment (s) _____

Signature Tom Tomasi Date 2/13/13
Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____ Date _____
Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____ Date _____
Chairperson

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.

DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature Deanna Carr Date 4/10/13
Chairperson

6. FACULTY SENATE (ART VI, SEC 9)

APPROVED

DISAPPROVED

Comment (s) _____

Signature _____ Date _____
Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

RECOMMENDED TO PRESIDENT

NOT RECOMMENDED TO PRESIDENT

Comment (s) _____

Signature _____ Date _____
Provost

8. PRESIDENT

APPROVED

DISAPPROVED

Comment (s) _____

Signature _____ Date _____
President

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Master of Science in Interdisciplinary Studies

Department: Graduate College

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval).
[Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

- 1. Is another program being deleted or altered? Yes X No
- 2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? Yes No
- 3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

The Council on Graduate Schools (CGS) (Klein, 2010) stated "Interdisciplinary has become a mantra for change in the twenty-first century" (p.1). This organization encourages a multi-disciplinary approach to both research and education. The Master of Science in Interdisciplinary Studies will benefit students who need to acquire focused skills, launch a new career unrelated to his/her undergraduate degree, and/or retool and update knowledge. The MSIS program offers a focused program of study giving students advanced skills in particular subjects, not formally offered, and provides continuing education credit opportunities in many careers.

In addition, the Master of Science Interdisciplinary Studies will expand Missouri State University's mission statement of public affairs because students design their own cohesive program while meeting demands from the workplace.

- 4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

Over the past few years, several students have inquired about the possibility of having a masters in interdisciplinary studies in more than one area of focus. This graduate program is not competing with any current program where a master's degree is already offered in formal tracks/areas.

- 5. What are the present/future projected enrollments for this program?

1st year 1-3 students 3rd year 4-5 students

In five years, how many students must be: 6

- a) declared minors to justify this new minors continuation NA
- b) declared majors to justify this new majors continuation NA

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

| | | |
|--|------------------------------|--|
| Additional library holdings? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional technology or other supplies? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional or remodeled facilities? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional travel funds? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional faculty? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Additional support staff? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Other additional expenses? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

N/A
 Yes No Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

No new faculty will be needed. Existing courses should be able to handle students in this master's program

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

The numbers will, most likely, not be high enough to cause any overcrowding in existing courses.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

| | |
|--|--------------------|
|  <hr/> Department Head | <hr/> College Dean |
|--|--------------------|

1. Statement of Rationale and Objectives:

Rationale:

An interdisciplinary master's program is becoming more in demand as people move from one job to another because of economic issues of layoffs, cut-backs, and out-sourcing. This 36 credit hour (minimum) program provides a master's degree for those who struggle to find an acceptable fit for professional and creative needs from existing programs. The Masters of Science in Interdisciplinary Studies Program allows students to expand their knowledge and experiences consistent with their professional goals and objectives in one or more areas.

This graduate program will benefit anyone who needs to acquire focused skills, launch a new career unrelated to his/her undergraduate degree, and/or retool and update knowledge. The MSIS offers a focused program of study giving students advanced skills in a particular subject, not formally offered, and provides continuing education credit opportunities in many careers.

Objectives:

The main objective for the Master of Science in Interdisciplinary Studies Program is to provide students with knowledge and skills to maintain a current position in the workplace, move to a higher-paying position, or meet personal goals of increased knowledge in chosen related areas.

2. Estimated Costs for First Five Years

None

3. Complete Catalog Description**Master of Science in Interdisciplinary Studies****Contact Information**

Carrington Hall, Room 306
 901 S National
 Springfield MO 65897
 Phone (417) 836-5335 or toll free 1-866-767-4723
 Fax (417) 836-6888
<http://graduate.missouristate.edu>
GraduateCollege@missouristate.edu

Program Description

Missouri State University offers an innovative interdisciplinary program at the Masters level for students who find traditional masters degrees or formally designed options do not meet their unique, creative, and professional needs or those seeking growth and advancement within their vocations. The M.S.I.S. program allows students, in consultation with graduate faculty in the selected areas, to combine the curricula of at least two programs, to produce a well-designed and intensive program of study. M.S.I.S. students are expected to demonstrate research and writing proficiency appropriate to their career path and program emphasis.

Admission Requirements

- Students must have completed a bachelors degree from a college or university accredited by agencies recognized by Missouri State University or equivalent education from a foreign university;
- An overall GPA of 3.0 on a 4.00 scale, or 3.0 on a 4.00 scale for the last 60 hours of course work, or 3.0 on a graduate transcript with at least 9 credits;
- Two letters of recommendation from individuals able to speak to the applicants academic and professional abilities and potential to succeed in the program;
- Statement of Interest in narrative form submitted to the MSIS Program Coordinator;
- There must be a clear, well-defined program of study established in writing by the student in consultation with the student's Program Committee (see below).

Degree Requirements - minimum of 36-42 hrs*

- Core courses – 4-12 credits
 - Introduction to Graduate School-type course – this course should be taken in one of the areas of the program 1-3 credits
 - (For example: COM 701, MUS 700, CFE 701, BMS 700
CEO 700, BIO 794, or other)
 - Research:

- | | |
|---|-----------------------------------|
| ▪ Research methods class – | 1-3 credits |
| ▪ Research experience | |
| ❖ Thesis | 3-6 credits |
| ❖ Non-thesis – paper, project, or performance | 2-6 credits |
| • Primary Area coursework | 12 credits |
| • Secondary Area/s – outside primary area | 12 credits |
| • Additional Electives – | 0-5 credits |
| | Total (minimum) 36 credits |
- Comprehensive exam – must be completed before the degree is granted. Questions from each of the disciplines will be included on the exam.
 - Complete all additional University and Graduate College requirements for completion of a degree program.

*No more than 9 credit hours from College of Business

Areas of emphasis

Additional coursework, in consultation with the student's Program Committee, must be selected from 600-level and above to meet the minimum number of required hours with at least 50% of the courses selected for the degree at the 700-level.

Establishing a Program Committee

With assistance from the MSIS Program Coordinator, the student must seek out and identify a prospective Program Committee of 2 graduate faculty, at least one faculty member from each of the program areas combined in the interdisciplinary degree (approved by the MSIS Oversight Committee). If a thesis option is selected, a 3rd member is required. The MSIS Program Coordinator will serve as an ex-officio member of this committee.

Additional Information

- This program recognizes the versatile, interactive, and ever-evolving world in which we live; and that all forms of intellectual inquiry, whether based in literature, science, education, business, or the arts both influence and are influenced by each other.
- Students have opportunities to engage in critical thinking in and between each area
- This program offers both research and writing opportunities at an advanced level
- If the student elects to complete a thesis, the major advisor must come from the program in which the primary area (most number of credit hours) of coursework is completed. The thesis must follow the University Thesis Guide, using a secondary style guide dictated by the program of primary focus.

Master of Science in Interdisciplinary Studies - Administrative Structure

OVERSIGHT COMMITTEE

Composition

This committee is composed of one faculty member from each academic college selected from names put forward from each college dean, and one at-large member appointed by the Graduate Dean. Service on this committee will be for two year terms, and members may serve an indefinite number of consecutive appointments. Initial terms will be staggered so that about half the committee can be changed each year. This Committee will elect its own chair annually, who works closely with the MSIS Program Coordinator.

Qualifications

To serve on this Oversight Committee, a faculty member must have the following:

- Graduate Faculty Status
- Demonstrated commitment to graduate education
- Interest in and commitment to individualized and interdisciplinary graduate education
- Non-administrative position

Duties

This Oversight Committee will be responsible for

- Setting policy for admission and completion of the master's program
- Assist new students in identifying an appropriate academic advisor
- Approving the list of courses to be included in the primary and secondary coursework areas of each student
- Periodic assessment of the program requirements and policies
- Approve appointment of the Program Coordinator

PROGRAM COORDINATOR (PC)

Selection

The Dean of the Graduate College, with the approval of the Oversight Committee, shall appoint a Program Coordinator (PC) of the Master of Science in Interdisciplinary Studies program who will report to the Graduate Dean and serve a two-year term. The search for, and selection of, the PC shall be done in consultation with the Master of Science in Interdisciplinary Studies Oversight Committee. The PC will serve as an ex-officio, non-voting member of the Oversight Committee. The PC may serve an indefinite number of consecutive appointments subject to the Dean's recommendation and Oversight Committee approval. If a faculty member cannot be recruited for the PC position, the Graduate College Dean may appoint an employee of the Graduate College, or another graduate faculty member who meets the qualifications below, for one year terms until a qualified faculty member is found, subject to approval by the MSIS Oversight Committee.

Qualifications

To serve as the Program Coordinator, this person must have the following:

- Familiarity with the Master of Science in Interdisciplinary Studies Program
- Graduate Faculty Status
- Demonstrated commitment to graduate education
- Interest in and commitment to individualized and interdisciplinary graduate education
- Effective interpersonal communication skills and evidence of ability to effectively interact with diverse constituents
- Non-administrative position (see statement in *selection* paragraph above)

Duties

The duties and responsibilities of the PC include but are not limited to:

- Coordinating decisions regarding the admission and progress of graduate students to the Master of Science in Interdisciplinary Studies program, following the policies set by the Oversight Committee.
- Serving as initial academic advisor for graduate students in the Master of Science in Interdisciplinary Studies Program until such time the students identify a specific program committee
- The PC is responsible for ongoing assessment procedures in consultation with the Oversight Committee.
- Coordinating curricular actions to the graduate program requested by the Oversight Committee
- Directing public relations and recruitment efforts for the graduate program
- Overseeing the development and updating of any print materials and webpages
- Coordinating communication between the student and faculty advisors

The Museum Studies Minor new program and the new course proposals associated with it are in a separate document link for Attachment 6.

The Honors new program and the new course proposals associated with it are in a separate document link for Attachment 7.

The Disability Studies Minor new program and the new course proposals associated with it are in a separate document link for Attachment 8.

MAR 07 2013

Missouri State University
Curricular Proposal - New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of the Graduate College, regardless of whether the program is graduate or undergraduate. Contact the Graduate College, CARR 306, for a copy of the CBHE policies and information concerning proposal development. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department College of Business - Management Department Date January 2, 2013

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM Certificate in Health Administration - CHA (Attachment 3)

Major ___ Comprehensive Major ___ Option ___ Minor ___ Certificate X ___ Certification ___ Academic Rules ___ Other ___

Degree Applicability N/A

General Education Courses Required N/A Total Hours

General Education Courses Recommended N/A Total Hours

Requirements (including Admission) and Limitations for Specific Degree A student must apply and be admitted into the Graduate College. The CHA requires a total of 12 hours of graduate credits involving required graduate courses in a select Track. Students must have an overall grade point average of 3.0 for completion of the certificate program.

Courses Required in Department Dependent upon specific Track (Attachment 3)

Total Hours 6 to 9

Courses Required in Other Departments Dependent upon specific Track (Attachment 3)

Total Hours 3 to 6

Prerequisites for Required Courses Specific courses are dependent upon specific track and existing prerequisites for courses would apply. Course sequencing requires that MGT701 be the initial course under any track.

Recommended Electives in Department N/A

Recommended Electives in Other Departments N/A

Limitations on Electives N/A

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

College Council (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

Professional Education Committee (All proposals affecting BS and MS in Education and Educational Specialist degrees)

Committee on General Education and Intercollegiate Programs (All general education and multi-college programs)

Graduate Council (All graduate programs)

Signature [Handwritten Signature]

Department Head

(Routing on Reverse Side)

Date 2/1/13

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

 APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____ Date _____

Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

 X REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment (s) _____

Signature Stephanie Byrnt Date 2/6/13

Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

 APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____ Date _____

Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

 APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature _____ Date _____

Chairperson

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

 X APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.

 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment (s) _____

Signature Deanne Cox Date 3/6/13

Chairperson

6. FACULTY SENATE (ART VI, SEC 9)

 APPROVED
 DISAPPROVED

Comment (s) _____

Signature _____ Date _____

Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

 RECOMMENDED TO PRESIDENT
 NOT RECOMMENDED TO PRESIDENT

Comment (s) _____

Signature _____ Date _____

Provost

8. PRESIDENT

 APPROVED
 DISAPPROVED

Comment (s) _____

Signature _____ Date _____

President

Yes No Yes, but cannot ensure availability

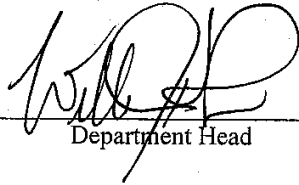
8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

Courses in the certificate program are already utilized in the Master of Health Administration program. Additional faculty will not be needed to manage the anticipated enrollment in the existing courses.

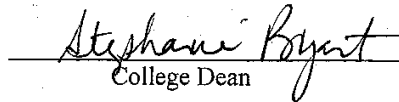
9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

Increased enrollment due to the certificate program can be effectively managed within the existing courses.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.



Department Head



College Dean

Attachment 1 – Health Administration Certificate

Certificate in Health Administration

Rationale and Objectives

The Certificate in Health Administration is designed for healthcare professionals who wish to enhance and update their knowledge in healthcare administration in order to increase their skill set to better position themselves for advancement. It will also assist students with no healthcare experience seeking entry-level management positions in healthcare organizations.

Healthcare executives are generally prepared at the Master's level for job entry into upper management. There is also, however, an increased emphasis to prepare individuals to function as managers at other levels as well. This certificate would be relevant for individuals employed by or seeking employment with hospitals/health systems, physician clinics, ambulatory care centers, nursing facilities, public health agencies, long-term care organizations, health plans, pharmaceutical companies and other organizations within the health industry. The Certificate in Health Administration will be taught in a graduate learning environment providing new knowledge to allow the student to better understand the organization and structure of healthcare services along one of three different educational tracks; Leadership, Management and Quality & Population Health. Courses taught in the Certificate program can later be applied to the Master of Health Administration degree subject to application and acceptance into the program.

The healthcare industry has continued to grow despite the challenges experienced during the recent economic downturn. The demand for effective healthcare managers and leaders will become even more critical in the near future due to an aging population, the continued implementation of key provisions within the Patient Protection and Affordable Care Act, project workforce shortages in key healthcare personnel and increased pressure to reduce costs as well as various initiatives to improve the quality of clinical care.

I. a. Healthcare - Nationally

The health care industry added 312,500 new jobs in 2011, with increasing demand for workers in home health care, clinics, hospitals and group practices. (_____. Health Care Jobs Up: The Future is on the Frontline. *Robert Wood Johnson Foundation*. Retrieved October 11, 2012 from <http://www.rwjf.org/content/rwjf/en/about-rwjf/newsroom/newsroom-content/2012/03/health-care-jobs-up-the-future-is-on-the-frontline.html>).

Attachment 1 – Health Administration Certificate

It is predicted that healthcare is going to offer significant career stability. The U.S. Bureau of Labor Statistics projects that jobs in the field will grow by more than 20 percent from 2008 through 2018, twice the pace for overall U.S. job growth. (Gearon, C. (May 19, 2011) Healthcare Jobs on the Rise. U.S. News & World Report. Retrieved October 11, 2012 from <http://www.usnews.com/education/best-graduate-schools/articles/2011/05/19/healthcare-jobs-on-the-rise>).

Employment of medical and health services managers is expected to grow by 22 percent from 2010 to 2020, faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services. Managers will be needed to organize and manage medical information and healthcare staffs in all areas of the industry. Retrieved October 15, 2012 from <http://www.bls.gov/ooh/Management/Medical-and-health-services-managers.htm>

- Largest sector of U.S. Economy – 18% of GDP
- One in eight Americans work in health care – 16 million jobs
- U.S. spends approximately \$2.7 trillion on healthcare each year.

I. b. Healthcare – Springfield/Ozarks

- Healthcare is one of the principle industries in the Springfield service area
- Healthcare has a \$4.5 billion annual economic impact in the service area
- Healthcare employs 30,000 people or 17% of Metro Area's total workforce.
- The two major medical centers Springfield are the community's top two employers.
- MU Medical Center commitment for Springfield – Primary care physician training

II. The HA certificate program also helps to compliment the overall vision of the University.

Healthcare – Missouri State University

- Access to Success:

Attachment 1 – Health Administration Certificate

- All of the existing health-related programs are being expanded to accommodate more students.
 - New Program Development – Doctor of Nursing Practice, MS in Athletic Training
 - Plans to continue implementation of a Doctor of Pharmacy in conjunction with UMKC.
 - Nurse Anesthesia program – approved by Council on Accreditation.
- Future: Occupational Therapy & Forest Institute

Attachment 2 – Health Management Certificate

Certificate in Health Management

Estimated Costs for Five Years

Year 1 –

Program Marketing¹: \$1,000.00

Brochure development & printing

Social Media Advertising

Year 2 –

N/A –

Year 3 –

N/A -

Year 4 –

N/A -

Year 5 –

N/A -

1. Other marketing efforts will include non-cost items, e.g. revision of existing MHA web site under degree options, speaking engagements at regional healthcare organizations, correspondence to continuing education representatives at area healthcare organizations, feature article in the COB Connect Newsletter, press release from COB, etc.

Attachment 3 – Health Administration Certificate

Certificate in Health Administration

Graduate Catalog DescriptionCertificate In Health Administration

Program description

The Certificate in Health Administration (CHA) is a post-baccalaureate program designed for healthcare professionals who wish to enhance and update their knowledge in healthcare administration in order to increase their skill set to better position themselves for advancement. It will also assist students with no healthcare experience seeking entry-level management positions in healthcare organizations. The Certificate in Health Administration will be taught in a graduate learning environment providing new knowledge to allow the student to better understand the organization and structure of healthcare services along one of three different tracks; Leadership, Management or Quality & Population Health.

Leadership – Leadership development in healthcare organizations is fundamental to organizational survival. Those leading today's healthcare organizations must possess a high level of leadership skills and strategic knowledge. The Leadership track will offer an overview of healthcare organization/systems, leadership competencies, health policy and strategic management in order to provide students with the capabilities to effectively lead various types of healthcare organizations.

Management – Healthcare management skills are critical to the effective operation of healthcare organizations. This track is designed to assist student^s in becoming better supervisors and managers by increasing their understanding of healthcare organizations/systems, key human resource issues, healthcare organization management and organizational behaviors; all fundamental to improving the management decision-making process.

Quality & Population Health – Future value in healthcare will be determined by increasing the quality of healthcare provided to patients and by the ability to maintain or improve the health of a given population in order to avoid costly illnesses and unnecessary care. Students seeking to enhance their knowledge of healthcare quality and population health management will be exposed to principles related to the measure & management of healthcare quality and the origin, distribution & control of disease as well as theories of health behavior relevant to individual and community health promotion program planning.

Attachment 3 – Health Administration Certificate

To be considered for the program, a student must apply and be admitted into the Graduate College. The CHA requires a total of 12 hours of graduate credits (in addition to possible individual course prerequisites). The courses are the same as those offered to Master of Health Administration (MHA) students. The program does not require a comprehensive examination or a capstone research requirement.

Admission to the MHA program from CHA

Admission to and successful completion of the CHA does not guarantee admission to the MHA program. Students who are enrolled in or have completed the CHA must apply separately for admission to the MHA and comply with the MHA admission standards and the requirements of the Graduate College.

The CHA is designed for persons in management positions who need a limited number of selected courses in contemporary methods, skills, and models of management specific to the healthcare environment. On occasion, however, a person may pursue the CHA and then decide that it would be desirable to pursue the MHA degree. Credits earned in the Certificate program can later be applied to the MHA degree subject to application and acceptance into the program. All requirements for the MHA degree, including the credits earned in the Certificate program, must be completed within an eight-year period.

Requests for information

For information about the Graduate Programs in Health Administration, please contact: D. Michael Leibert, MHA Program Coordinator, Department of Management, Missouri State University, 901 S. National Avenue, Springfield MO 65897. (mleibert@missouristate.edu). Students may begin the Fall or Spring semester.

Completion requirements

Students must have an overall grade point average of 3.00 for completion of the certificate program.

Required courses for designated Track - 12 hours total

LEADERSHIP Track:

| | | |
|----------------|------------------------------|-------|
| <u>MGT 701</u> | Health Services Organization | 3 hrs |
| <u>MGT 770</u> | Leadership | 3 hrs |
| <u>PLS 754</u> | Healthcare Policy | 3 hrs |

Attachment 3 – Health Administration Certificate

| | | |
|----------------|--|-------|
| <u>MGT 705</u> | Strategic Management in Healthcare Organizations | 3 hrs |
|----------------|--|-------|

Management Track:

| | | |
|----------------|---|-------|
| <u>MGT 701</u> | Health Services Organization | 3 hrs |
| <u>FIN 788</u> | Healthcare Finance | 3 hrs |
| <u>MGT 704</u> | Human Resources in Healthcare Organizations | 3 hrs |
| <u>MGT 702</u> | Managing Healthcare Organizations | 3 hrs |

Healthcare Quality & Population Health Track:

| | | |
|----------------|--|-------|
| <u>MGT 701</u> | Health Services Organization | 3 hrs |
| <u>MGT 711</u> | Measurement & Management of Healthcare Quality | 3 hrs |
| <u>PBH 720</u> | Epidemiology | 3 hrs |
| <u>PBH 740</u> | Health Behaviors | 3 hrs |

Attachment 4 – Health Administration Certificate

Certificate of Health Administration

Other Department and Colleges

Business:

Existing Course - Finance and General Business

FIN 788 Healthcare Finance

Health and Human Services:

Existing Course - Public Health

PBH 720 Epidemiology and PBH 740 Health Behaviors

Humanities and Public Affairs:

Existing Course - Political Science

PLS 754 Health Policy

Anticipated increase in enrollment due to the certificate program can be managed within these existing courses.

