MEMORANDUM

DATE: 03/10/2017

TO: Chancellor Schrader

CC: Dr. Margaret Anna Healy, Team Chair

FROM: Higher Learning Commission

SUBJECT: Institutional Change: Distance Delivery Report

Enclosed is the institution’s copy of the Institutional Change: Distance Delivery report for Missouri University of Science and Technology. At the end of the document, you will find the team’s recommendation on the accreditation relationship. Your action is needed in response to this report as explained below.

Required Institutional Response to Evaluation Report. The Commission expects the President or Chancellor of the institution (or chief executive officer if a different title is used) to acknowledge receipt of this report within two weeks of the date indicated on the enclosed form. In addition, the institution may choose to submit an additional written response in the form of a letter to the Institutional Actions Council. The letter should not exceed five pages and is to be submitted electronically with the enclosed form within the two-week timeframe.

Please complete and return the enclosed form, along with any additional written response, to http://www.ncahlc.org/document_upload/, no later than two weeks from the date indicated. The institution’s response becomes part of the official record of the evaluation and is included in the materials sent through the decision process to the next committee that reviews the institution.

If the Commission does not receive a response within two weeks, it will conclude that the institution concurs with the accreditation recommendation and will forward the appropriate materials to the Institutional Actions Council (IAC) for review and action. More information on the Commission’s decision process is provided on the attached form and available on the Commission’s website (www.hlcommission.org).

The institution will receive an official action letter following the IAC meeting. If you have any questions concerning the evaluation report or the decision process, please contact Barbara Johnson, your staff liaison.

Enclosures
Change Visit Report
Substantive Change Recommendation Form

After the team reaches consensus, the team chair completes this form to summarize and document the team’s view. Notes and evidence should be essential and concise.

**Draft report:** Submit the completed report at [hlcommission.org/document_upload/](http://hlcommission.org/document_upload/).

**Final report:** Submit the completed report to [finalreport@hlcommission.org](mailto:finalreport@hlcommission.org).

Institution: Missouri University of Science and Technology  City, State: Rolla, MO  Visit date: 02/27-28/2017

Change requested: Request to initiate Distance Education: two doctoral degrees, 17 masters degrees, and 69 certificates.

**Peer Review Team:** (List names, titles and affiliations of each peer reviewer.)

Kim Black, Director of Assessment and Accreditation, University of Northern Colorado
Margaret A. Healy, Professor, Educational Leadership, University of North Dakota (Chair)

**Part A: Analysis**

1. Classification of Change(s)—Purpose of Visit
   - [ ] Complete
   - [ ] Incomplete
   
   Notes or additions if marked incomplete:

2. Special Conditions—Institutional Context
   - [ ] Complete
   - [ ] Incomplete

   Notes or additions if marked incomplete:
3. Required Approvals

☑ Complete
☐ Incomplete

Notes or additions if marked incomplete:

The academic programs previously have been reviewed and approved through appropriate internal and external processes.

4. For Contractual/Consortial Arrangements

☐ Contractual ☐ Consortial ☒ Not applicable (Skip 4a–4c)

Check all that apply:
☐ On-ground delivery ☐ Distance education ☐ Correspondence education
☐ Off-campus delivery ☐ Other:

☐ Complete
☐ Incomplete

Notes or additions if marked incomplete:

4a. Key Services Provided by Partner

☐ Complete
☐ Incomplete

Notes or additions if marked incomplete:

4b. Level of Programming and Enrollment Affected

☐ Complete
☐ Incomplete

Notes or additions if marked incomplete:

4c. Overall Proportion of Affected Programs Provided by Partner

☐ Complete
☐ Incomplete
5. For applications regarding competency-based education (CBE) programs, complete 5a–5e. Otherwise, continue to question 6, Essential Elements. For CBE, including direct assessment, credit-based CBE and hybrid programs, for which competencies alone are used to evaluate student achievement and progress toward a degree or certificate:

5a. The degree or certificate program is consistent with college-level work and rigor, establishing academic outcomes and competency statements comparable to similar programs offered by the institution:
- [ ] Acceptable
- [ ] Not acceptable

Evidence:

5b. The institution has submitted with its application a current credit hour worksheet OR has on file a recent (within the past three years) credit hour worksheet, which it has used to determine credit-hour equivalency for any program involving direct assessment:
- [ ] Complete
- [ ] Incomplete

Notes or additions if marked incomplete:

5c. The institution has determined that “sufficient educational activity” takes place in the CBE program and is consistent with the federal definition of the credit hour or is applied to the credit-hour equivalency used by the program (i.e., educational activity that reasonably approximates not less than one hour of classroom instruction and two hours of out-of-class work each week during a typical academic semester):
- [ ] Complete
- [ ] Incomplete

Notes or additions if marked incomplete:

5d. The program includes policies and procedures for meeting the federal requirement that “regular and substantive” interaction takes place between students and instructors:
- [ ] Acceptable
- [ ] Not acceptable
Evidence:

5e. The institution has made a reasonable determination of what is expected of enrolled students regarding the normal time to complete the CBE program (typically expressed as "satisfactory academic progress") and uses that determination to report student progress:

- Acceptable
- Not acceptable

Evidence:

6. **Essential Elements.** The categories below relate to the evidence expected across subsections of Part 2 of the change application.

6a. Planning and design of the proposed change, including preparation for and fit of the proposed change to the institution

- Acceptable
- Not acceptable

Evidence:

The university has a history of delivering its graduate degree programs via distance delivery. It has come to the attention of the HLC and the university that in 2012, when the Commission changed its approval process, Missouri University of Science and Technology indicated it intended to complete a distance delivery application. However, neither the application nor formal approval is on record according to the Distance Delivery application. Thus, the university is applying for approval to offer doctoral and master’s degrees as well as certificates via distance education.

The university has an Office of Global Learning that provides the administrative coordination for distance education. The university has been offering their graduate degree programs at off-campus sites since 1960s and began online delivery in the mid 1980s. Global Learning has a goal to double enrollment in distance programs. In interviews with staff, they confirmed that the need for new distance programs is initiated largely by legislative directive and industry requests; academic departments make the decisions to offer courses and programs via distance. Thus, the evidence supports the program planning process is based in the university’s long experience with distance education.

Global Learning has a distinct revenue model with some appropriated funds and tuition revenue. Global Learning receives 35% of the tuition revenue generated through distance classes. This revenue supports the 65 positions that report in Global Learning, operating expenses, and capital investments. Examples of staff positions include the technical support for the production of distance classroom where live classes are captured digitally and archived for access by distance students. The capital investment includes creating technology enabled classrooms with production capability; the recent cost for a classroom is $250,000. There are also more modest
capital investments [$50,000] in classroom technology enhancements that enable remote production of live classrooms. The remaining 65% tuition revenue is allocated to the university [15%], the Provost [5%], the Dean [5%], and the academic department [40%]. Academic departments have the responsibility to use these funds to support their academic program; some examples of how departments use the funds include faculty stipends for teaching distance, research support, student project support, support for faculty attendance at professional meetings and summer stipends. The revenue sharing with the academic departments incentivizes distance education for graduate programs and permits departments to invest in distance education such as to hire staff and faculty with distinct distance education roles [e.g., advising, student support].

Faculty and staff stated that they and others on the campus do not differentiate between campus and distance programs/students; thus, there is no separate process for the approval of distance education courses or programs. There is a campus review process for new courses; new programs would be reviewed through the internal process before following the external review process as determined by the Missouri Board of Curators and/or the Higher Learning Commission.

6b. Capacity for the proposed change, including resources and commitment of the institution.
Provide an evaluation of the sufficiency, qualifications and experience of the faculty teaching the discipline and at the level of the proposed change.

☑ Acceptable
☐ Not Acceptable

Evidence:

Administrative oversight and leadership for distance education is provided by the Office of Global Learning. Global Learning is comprised of four units: Distance and Continuing Education, Missouri S&T Global St. Louis, Video Communications Center, and Educational Technology. Through these four units the university supports distance delivery for both students and faculty.

Academic programs work with the Office of Global Learning for the delivery of their programs; academic programs are responsible for student admissions and degree program progress, curriculum, and the hiring and evaluation of faculty, including adjunct faculty. The practice of the campus is to deliver their degree programs in a hybrid model, enrolling both campus students and distance students in the same courses [in a single classroom there will be both campus students and distance students] although the students will be enrolled in different sections depending on degree program and delivery.

The 2009 comprehensive visit team report noted the highly qualified faculty as being an institutional strength. Nearly all tenured/tenure track faculty hold a terminal degree. Many of the adjunct faculty are recruited from industry and have both academic credentials and industry experience to inform their teaching. Some adjuncts do not hold a terminal degree. By September 2017 the university will need to develop a protocol to document how faculty who do not hold a terminal degree are qualified to teach at the graduate level. [See http://www.hlcommission.org/Document-Library/determining-qualified-faculty.html] While Deans and Provost staff were aware of the need for renewed efforts on faculty credentials, there was a lack of awareness among faculty and staff who were involved in faculty governance and/or those closer to the delivery of distance programs.
6c. Services and support for the proposed change

☑️ Acceptable
☐ Not acceptable

Evidence:

The university has devoted significant technology resources to support distance education. Global Learning assigns a producer for each course, who provides real-time technical support to faculty and students. Producers record each course session, and archival videos are available for distance students to view. Faculty and students report high levels of satisfaction with the technology support, specifically citing timeliness and responsiveness of support staff. Instructional design support is provided by Educational Technology staff, who work with individual instructors and academic departments on course design, curriculum alignment, and outcomes assessment.

A dedicated department provides one stop services to assist students with admissions and first term advising. Professional staff monitor students’ progression through their programs and offer assistance to students when needed. Advising is transferred to academic departments after the first term, and each department with a distance certificate or degree has a distance coordinator. Students have access to library resources through digital offerings or interlibrary loan. Reference librarians are available to assist distance students with research. Students confirmed that faculty are responsive to requests and questions and generally provide timely responses. Doctoral students are required to have significant contact with faculty and have mentoring opportunities for research and professional networking. High levels of satisfaction with services were reported by the students with whom the team met.

6d. Evaluation, assessment and improvement processes for the proposed change

☑️ Acceptable
☐ Not acceptable

Evidence:

The university has campus-wide graduate learning outcomes that they have begun assessing in research-based programs. Assessments are conducted by faculty, and departments use the results to develop annual action plans. The institution is beginning to consider strategies for assessing non-research-based graduate programs. Individual course instructors report using student feedback to make improvements to course delivery and pedagogy, which they believe benefit both distance and on campus students. Adjuncts report using course assessment techniques to improve instruction.

Assessment in non-research master’s programs, which includes the majority of distance master’s programs, is not currently occurring on a systematic basis. The Graduate School has begun working with departments on developing methods for assessing learning in non-research programs. The campus does not currently disaggregate the learning outcomes data it collects for distance students and acknowledges that this is an area for improvement.

Indirect assessment data are collected via satisfaction surveys of distance students and a Graduate Experiences Survey of all graduate students. Global Learning uses the satisfaction surveys to make improvements to technology and support services. Enrollment, persistence, and completion data are disaggregated and reported to various stakeholders to support strategic planning, as reported in the team’s meeting with Institutional Research and Assessment.
6e. Quality and integrity of the proposed change, including potential positive or negative effects

- Acceptable
- Not acceptable

Evidence:

The application for distance education outlined how MS&T delivers distance degrees and certificates. The university has offered distance degrees and certificates for over fifty years and has successfully continued to innovate and implement new technologies over that time period. Both administrators and faculty acknowledged the convergence of campus and distance courses. They are aware of the successes they have and have begun to discuss the challenges that lie ahead.

Groups with whom we met provided candid and consistent responses to questions and are aware of strengths and areas of improvement. Responses provided through individual and group interviews clarified and supplemented the information in the written report. The team notes that no current department chairs attended the session for chairs; thus, we were unable to confirm the information received from faculty and administrators about how the departments manage their distance programs.

Part B: Recommendation and Rationale

Recommendation:

- Approve request
- Approve modified request
- Deny request

Rationale for the team’s recommendation to approve: If the recommendation is a modification of the institution’s request, make clear how the team modified the original request.

Missouri University of Science and Technology is organized to offer distance courses and degrees using a hybrid classroom model. They have made a significant investment in technology resources and personnel to offer those programs in a manner that the institution deems most appropriate – Students, both campus and distance, are enrolled in the same live classroom where they are provided the same course content, complete the same assignments, and take the same examinations. While some accommodations are made for distance students [concierge student services, archived digital recordings of class lectures], faculty do not see a difference between campus and distance students. The faculty and academic departments are responsible for decisions about distance education programs, and there is sufficient administrative support to carry out a well conceptualized and developed effort.

Rationale for the team’s recommendation to deny: If recommending denial of the request, explain what was inadequate.

Stipulations or limitations on future accreditation relationships: If recommending a change in the institution's level for review of future changes (locations, programs, delivery, etc.), state both the old and
new level and provide a brief rationale for the recommended change. Check the Institutional Status and Requirement (ISR) report for the current wording.

Current: The institution has not been approved for distance education.

Proposed: The institution has been approved for distance education courses and programs.

Missouri University of Science and Technology has the administrative structure and academic program expertise to support the delivery of its master’s and doctoral degrees and certificates as requested.

**Monitoring:** In limited circumstances, the team may call for a follow-up interim monitoring report. (Note that some types of substantive changes have built-in follow-up reviews; for example, the Campus Evaluation Visit.) If the team concurs that monitoring is necessary, indicate the topic, timeline and expectations for that monitoring.

**Interactions with Institutional Constituencies and Materials Reviewed:** List the titles and positions, but not names, of individuals with whom the team interacted during the review and the principal documents, materials and web pages reviewed.

**Institutional Constituencies Visited:**
- Director, Global St. Louis
- Education Program Specialist
- Senior Media Producer
- St. Louis Adjunct Faculty [three]
- Director of EdTech
- Assistant Vice Chancellor, Global Learning
- VCC Manager
- Director, Global Learning
- VCC Technology Team Lead
- Vice Provost, Graduate Studies
- Lead Graduate Specialist
- Graduate Services Specialist
- Associate Professor, Engineering Management
- Professor, Geological Engineering, Director, Rock Mechanics & Explosives Research Center
- Vice Provost, Undergraduate Studies
- Assistant Vice Provost, Institutional Research
- Faculty Senate President
- 11 Faculty from 8 Programs
- 5 students
- Dean, College of Arts, Sciences, and Business
- Associate Dean, College of Arts, Sciences, and Business
- Associate Provost of Faculty Affairs
- Associate Provost of Administration
Materials Reviewed:

- 2016-17 graduate catalogue
- MST Response to HLC Distance Queries/Supplemental information summary provided 14 February 2017
- 1999 interim Resolution on Video and/or Distance Learning
- Online Course Evaluation Guide
- Online/Blended Course Design Evaluation Guide
- Syllabi – CS5400, ME 6236, 5471, Psych 6210
- 190926 HLC Response Letter
- Registrar’s data HLC 3 Year Compare
- Department of Business Information Technology Self Study: Executive Summary
- Department of Business Information Technology Self Evaluation Report for AACS
- AACS Team Response to Self Study and Campus Visit
- Miner Guide for distance students
- Student feedback on technology survey
- Student feedback on student support survey
- Spring 2017 graduate enrollment headcount
- Information from MST Global in St. Louis – course offerings, faculty and their credentials, promotion materials
- Global Learning materials – print materials, flash drive with recruiting information
- Organization Chart dated 11-17-16

Websites visited:

- Observed a class meeting, Phytoremediation, via Zoom.

  - [http://global.mst.edu](http://global.mst.edu) and its pages
  - [https://ira.mst.edu/accreditation/](https://ira.mst.edu/accreditation/)
  - [http://grad.mst.edu](http://grad.mst.edu) and related pages
  - catalog.mst.edu/graduate/#text
  - edtech.mst.edu
Institutional Status and Requirements Worksheet

INSTITUTION and STATE: Missouri University of Science and Technology, MO

TYPE OF REVIEW: Institutional Change - Distance Delivery - Change Visit

DESCRIPTION OF REVIEW: Request to initiate distance delivery.

DATES OF REVIEW: 2/27/2017 -

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: NO CHANGE

Degrees Awarded: Bachelors, Masters, Doctors

Recommended Change: NO CHANGE

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2008 - 2009

Year of Next Reaffirmation of Accreditation: 2018 - 2019

Recommended Change: NO CHANGE

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: NO CHANGE

Additional Location:

Prior Commission approval required.

Recommended Change: NO CHANGE
Distance and Correspondence Courses and Programs:

The institution has not been approved for distance education. The institution has not been approved for correspondence education.

**Recommended Change:**

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Accreditation Events**

Accreditation Pathway: Open Pathway

**Recommended Change:** NO CHANGE

**Upcoming Events**

Comprehensive Evaluation: 10/08/2018

**Recommended Change:** NO CHANGE

Quality Initiative Report: 08/31/2018

**Recommended Change:** NO CHANGE

**Monitoring**

Upcoming Events:
None

**Recommended Change:** NO CHANGE

**Institutional Data**

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<thead>
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<th>Educational Programs</th>
<th>Recommended Change</th>
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<td><strong>Undergraduate</strong></td>
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<tr>
<td>Associate Degrees</td>
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<tr>
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<tr>
<td><strong>Graduate</strong></td>
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<tr>
<td>Master's Degrees</td>
<td>34</td>
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</tbody>
</table>

**Recommended Change:** NO CHANGE
### Internal Procedure

**Institutional Status and Requirements Worksheet**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
<th>Recommended Change</th>
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</thead>
<tbody>
<tr>
<td>Specialist Degrees</td>
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<td>NO CHANGE</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
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</tbody>
</table>

### Extended Operations

#### Branch Campuses

Engineering Education Center, One University Blvd., St. Louis, MO, 63121-4400

**Recommended Change:** NO CHANGE

#### Additional Locations

American Education Centre Ltd., No. 308-310 R.A. De Mel Mawatha, Colombo, SRI LANKA - Active


Missouri State University, 901 South National Ave, Springfield, MO, 65987 - Active

**Recommended Change:** NO CHANGE

### Distance Delivery

- 09.0908 - Technical and Scientific Communication, Certificate, Technical Communication
- 11.0101 - Computer and Information Sciences, General, Certificate, Information Assurance and Security Officer Essentials
- 11.0101 - Computer and Information Sciences, General, Certificate, Multimedia and Information Systems
- 11.0101 - Computer and Information Sciences, General, Certificate, Systems and Software Architecture
- 11.0101 - Computer and Information Sciences, General, Master, MS
- 11.0401 - Information Science/Studies, Certificate, Business Intelligence
- 11.0401 - Information Science/Studies, Certificate, Digital Media
- 11.0401 - Information Science/Studies, Certificate, Human Systems Integration
- 11.0401 - Information Science/Studies, Certificate, Human-Computer Interaction
- 11.0401 - Information Science/Studies, Certificate, Mobile Business and Technology
- 11.0401 - Information Science/Studies, Certificate, Project Management
- 11.0401 - Information Science/Studies, Certificate, Psychology of Leadership
- 11.0401 - Information Science/Studies, Master, MS
- 11.0701 - Computer Science, Certificate, Computational Intelligence
- 11.0701 - Computer Science, Certificate, Software Design and Development
- 11.0701 - Computer Science, Certificate, Wireless Networks and Mobile Systems
- 11.0802 - Data Modeling/Warehousing and Database Administration, Certificate, Big Data Management & Analytics
- 14.0201 - Aerospace, Aeronautical and Astronautical/Space Engineering, Master, MS
- 14.0799 - Chemical Engineering, Other, Certificate, Safety Engineering
- 14.0801 - Civil Engineering, General, Master, MS
- 14.0802 - Geotechnical and Geoenvironmental Engineering, Certificate, Geotechnical Earthquake Engineering
Institutional Status and Requirements Worksheet

14.0802 - Geotechnical and Geoenvironmental Engineering, Certificate, Infrastructure Renewal
14.0803 - Structural Engineering, Certificate, Contemporary Structural Engineering
14.0899 - Civil Engineering, Other, Certificate, Project Engineering and Construction Management
14.0901 - Computer Engineering, General, Certificate, Computational Intelligence
14.0901 - Computer Engineering, General, Certificate, Information Assurance and Security Officer Essentials
14.0901 - Computer Engineering, General, Master, MS
14.1001 - Electrical and Electronics Engineering, Certificate, Electric Machines and Drives
14.1001 - Electrical and Electronics Engineering, Certificate, Electric Power Systems Engineering
14.1001 - Electrical and Electronics Engineering, Master, MS
14.1101 - Engineering Mechanics, Certificate, Composite Materials and Structures
14.1401 - Environmental/Environmental Health Engineering, Certificate, Geoenvironmental Engineering
14.1401 - Environmental/Environmental Health Engineering, Master, MS
14.1901 - Mechanical Engineering, Certificate, Control Systems
14.1901 - Mechanical Engineering, Certificate, Manufacturing Automation
14.1901 - Mechanical Engineering, Master, MS
14.2101 - Mining and Mineral Engineering, Certificate, Explosives Engineering
14.2101 - Mining and Mineral Engineering, Certificate, Explosives Technology
14.2101 - Mining and Mineral Engineering, Certificate, Mining Engineering
14.2101 - Mining and Mineral Engineering, Master, Explosives Engineering MS
14.2101 - Mining and Mineral Engineering, Master, MS
14.2701 - Systems Engineering, Certificate, Computational Intelligence
14.2701 - Systems Engineering, Certificate, Model Based Systems Engineering
14.2701 - Systems Engineering, Certificate, Model Based Systems Engineering
14.2701 - Systems Engineering, Certificate, Network Centric Systems
14.2701 - Systems Engineering, Certificate, Systems Engineering
14.2701 - Systems Engineering, Doctor, PhD
14.2701 - Systems Engineering, Master, MS
14.3501 - Industrial Engineering, Master, MS Engineering Management
14.3601 - Manufacturing Engineering, Certificate, CAD/CAM and Rapid Product Realization
14.3601 - Manufacturing Engineering, Certificate, Manufacturing Systems
14.3601 - Manufacturing Engineering, Master, MS
14.3901 - Geological/Geophysical Engineering, Certificate, Geotechnics
14.3901 - Geological/Geophysical Engineering, Doctor, Geological Engineering
14.3901 - Geological/Geophysical Engineering, Master, MS Geotechnics
15.1501 - Engineering/Industrial Management, Certificate, Human Systems Integration
15.1501 - Engineering/Industrial Management, Certificate, Leadership in Engineering Organizations
15.1501 - Engineering/Industrial Management, Certificate, Lean Six Sigma
15.1501 - Engineering/Industrial Management, Certificate, Project Engineering and Construction Management
15.1501 - Engineering/Industrial Management, Certificate, Project Management
15.1501 - Engineering/Industrial Management, Certificate, Safety Engineering
23.1303 - Professional, Technical, Business, and Scientific Writing, Master, Technical Communication
27.0199 - Mathematics, Other, Certificate, Psychometrics
30.3301 - Sustainability Studies, Certificate, Management of Sustainable Business
42.0101 - Psychology, General, Certificate, Leadership in Engineering Organizations
42.0101 - Psychology, General, Certificate, Psychology of Leadership
42.2708 - Psychometrics and Quantitative Psychology, Certificate, Psychometrics
42.2804 - Industrial and Organizational Psychology, Master, Industrial Organization Psychology
Institutional Status and Requirements Worksheet

52.0201 - Business Administration and Management, General, Master, MS
52.0203 - Logistics, Materials, and Supply Chain Management, Certificate, Digital Supply Chain Management
52.1301 - Management Science, Certificate, Business Analytics and Data Science
52.9999 - Business, Management, Marketing, and Related Support Services, Other, Certificate, Electronic & Social Commerce
52.9999 - Business, Management, Marketing, and Related Support Services, Other, Certificate, Management & Leadership

Recommended Change: NO CHANGE

Correspondence Education
None
Recommended Change: NO CHANGE

Contractual Arrangements
None
Recommended Change: NO CHANGE

Consortial Arrangements
11.01 - Computer and Information Sciences, General - Bachelor - Bachelor - 11.01 Computer and Information Sciences, General (BS in Information Science and Technology) - John F. Kennedy University
14.0801 - Civil Engineering, General - Bachelor - Bachelor - 14.0801 Civil Engineering, General (BS in Civil Engineering) - Missouri State University
14.1001 - Electrical and Electronics Engineering - Bachelor - Bachelor - 14.1001 Electrical and Electronics Engineering (BS in Electrical Engineering) - Missouri State University
42.0101 - Psychology, General - Bachelor - Bachelor - 42.0101 Psychology, General (BA in Psychology) - John F. Kennedy University
42.0101 - Psychology, General - Bachelor - Bachelor - 42.0101 Psychology, General (BS in Psychology) - John F. Kennedy University

Recommended Change: NO CHANGE