Coordinating Board for Higher Education

September 10-11, 2019

Plexpod Westport Commons, Room 3H
300 E. 39th Street
Kansas City, MO

COORDINATING BOARD FOR HIGHER EDUCATION
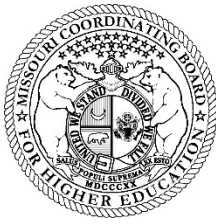
Schedule of Events

Coordinating Board for Higher Education
September 10-11, 2019
Committee Meeting Times are Estimated

Tuesday, September 10, 2019

9:00-9:15 a.m.
General Business
Plexpod Westport Commons, Room 4C
300 E. 39th Street
Kansas City, MO

9:15-9:30 a.m.
CBHE Audit Committee Meeting
Plexpod Westport Commons, Room 4C
300 E. 39th Street
Kansas City, MO

9:30 a.m.-12:40 p.m.
Capital Improvement Presentations
Plexpod Westport Commons, Room 4C
300 E. 39th Street
Kansas City, MO

12:40-1:00 p.m.
Lunch & Break

1:00-2:30 p.m.
CBHE Academic Affairs & Workforce Development Committee Meeting
Plexpod Westport Commons, Room 4C
300 E. 39th Street
Kansas City, MO

2:30-3:30 p.m.
CBHE Budget & Financial Aid Committee Meeting
Plexpod Westport Commons, Room 4C
300 E. 39th Street
Kansas City, MO

3:30-4:00 p.m.
CBHE Strategic Planning & External Relations Committee Meeting
Plexpod Westport Commons, Room 4C
300 E. 39th Street
Kansas City, MO

4:00-4:30 p.m.
CBHE Work Session
Plexpod Westport Commons, Room 4C
300 E. 39th Street
Kansas City, MO   .

5:30-7:00 p.m.
Rethink Ed Reception (Board Members and MDHEWD Senior Staff Only)
Kaleidoscope, Crown Center
2500 Grand Boulevard
Kansas City, MO

Wednesday, September 11, 2019

9:00 a.m.-12:00 p.m.
CBHE Public Meeting
Plexpod Westport Commons, Room 3H
300 E. 39th Street
Kansas City, MO

12:00-12:30 p.m.
Lunch

12:30-430 p.m.
Rethink Ed Conference
Plexpod Westport Commons
300 E. 39th Street
Kansas City, MO

<u>Thursday, September 12, 2019</u>

9:00 a.m.-12:00 p.m.   **Rethink Ed Workshops**
                              Plexpod Westport Commons
                              300 E. 39th Street
                              Kansas City, MO

12:00-1:00 p.m.   **Lunch**

1:00-3:30 p.m.   **Rethink Ed Exhibition**
                              Plexpod Westport Commons
                              300 E. 39th Street
                              Kansas City, MO

Committee Meeting Times are Estimated

WORK SESSION AND
COMMITTEE MEETINGS AGENDA

1. General Business (9:00-9:15 a.m.)

   a. Welcome and call to order

   b. Introduction of new MDHE staff

2. Audit Committee (9:15-9:30 a.m.)

   a. Call to order

   b. Approve minutes of June 4, 2019, Audit Committee meeting (Tab 26)

   c. Upcoming audits

   d. Overview of audits (Tab 27)

3. Capital Improvement Presentations (9:30 a.m.-12:40 p.m.)

   a. Harris-Stowe University (9:30-9:47 a.m.)

   b. Missouri State University (9:47-10:04 a.m.)

   c. East Central College (10:04-10:21 a.m.)

   d. University of Missouri System (10:21-10:56 a.m.)

   e. Moberly Area Community College (10:56-11:13 a.m.)

   f. Northwest Missouri State University (11:13-11:30 a.m.)

   g. Lincoln University (11:30-11:47 a.m.)

   h. Southeast Missouri State University (11:47 a.m.-12:04 p.m.)

   i. Missouri Western State University (12:04-12:21 p.m.)

   j. Truman State University (12:21-12:38 p.m.)

4. Lunch & Break (12:40-1:00 p.m.)

5. Academic Affairs & Workforce Needs Committee (1:00-2:30 p.m.)

   a. Call to order

   b. Approve minutes of June 4, 2019, Academic Affairs & Workforce Needs Committee meeting (Tab 10)

   c. Comprehensive Review presentations and Q&A

      i. Lincoln University (1:05-1:15 p.m.)

      ii. Missouri State University (1:15-1:25 p.m.)

      iii. Discussion (1:25-1:45 p.m.)

    d.   Statewide Mission Presentations and Q&A

         i.   Harris-Stowe State University (1:45-2:00 p.m.)

        ii.   Southeast Missouri State University (2:00-2:15 p.m.)

      iii.   Discussion (2:15-2:30 p.m.)

6. Budget & Financial Aid Committee (2:30-3:30 p.m.)

    a.   Call to order

    b.   Approve minutes of June 4, 2019, Budget & Financial Aid Committee meeting (Tab 22)

    c.   Review of FY 2021 Budget Recommendations (Tab 18)

7. Strategic Planning & External Relations Committee (3:30-4:00 p.m.)

    a.   Call to order

    b.   Approve minutes of June 4, 2019, Strategic Planning & External Relations Committee meeting (Tab 6)

8. Work Session (4:00-4:30 p.m.)

    a.   Call to Order

    b.   Approve Minutes of June 4, 2019, Work Session (Meeting Minutes Tab)

    c.   Closed session pursuant to section 610.021(1), RSMo, to discuss confidential or privileged communications between a public governmental body or its representatives and its attorneys.

COORDINATING BOARD FOR HIGHER EDUCATION
September 11, 2019 | 9:00 a.m. to 12:00 p.m.
Plexpod Westport Commons, Room 3H
300 E. 39th Street, Kansas City, MO
Call-in options: (646) 876-9923 Meeting ID: 456.860.611

MEETING AGENDA

1. General Business

a. Action

    i. Call to Order

    ii. Roll Call of Members and Determination of Quorum

    iii. Review and Approve Agenda

    iv. Review and Approve Consent Agenda

        1. Minutes of the June 4, 2019, Work Session Meeting*

        2. Minutes of the June 5, 2019, Board Meeting*

        3. Minutes of the July 30, 2019, Joint SBE/CBHE Meeting*

        4. Minutes of the July 30–July 31, 2019, Board Retreat*

        5. Distribution of Community College Funds (Tab 1)*

    v. Proposed June 2020 and September 2020 Date Change (Tab 2)

b. Information

    i. Welcome new board member

    ii. Call for Offers to Host the June 2020 CBHE Meeting (Tab 3)

2. Report of the Commissioner

a. Action

    i. None

b. Information

    i. New Department Updates (Tab 4)

3. Presidential Advisory Committee

a. Action

    i. None

b. Information

    i. Final Report on 2019 Legislative Session and Plan for Implementation of New Laws (Tab 5)

4. Strategic Planning and External Affairs Committee

a. Action

    i. None

b. Information

    i. Minutes of the June 4, 2019, Strategic Planning and External Affairs Committee Meeting (Tab 6)*

Items marked with an asterisk will not be the subject of a verbal report unless a report is requested.

5. Academic Affairs and Workforce Needs Committee

a. Action

    i. Southeast Missouri State University Statewide Mission (Tab 7)

    ii. Comprehensive Review (Tab 8)

    iii. Academic Program Actions on Provisionally Approved Programs (Tab 9)*

b. Information

    i. Minutes of the June 4, 2019, Academic Affairs and Workforce Needs Committee Meeting (Tab 10)*

    ii. Equity Report Update (Tab 11)*

    iii. Missouri Workforce Report (Tab 12)

    iv. Academic Program Actions Approved through Routine and Staff Review (Tab 13)*

    v. Proprietary School Certification Actions and Reviews (Tab 14)*

6. Budget and Financial Aid Committee

a. Action

    i. Fast Track Workforce Incentive Grant Administrative Rule (Tab 15)

    ii. Revisions to the A+ Program Administrative Rule (Tab 16)

    iii. Recertification for Institutional Participation in State Student Aid Programs (Tab 17)

    iv. FY 2021 Department and Student Financial Aid Budget Recommendations (Tab 19)

    v. FY 2021 Public College & University Operating Budget Recommendations (Tab 20)

    vi. FY 2021 Capital Improvement Recommendations (Tab 21)

b. Information

    i. Minutes of the June 4, 2019, Budget and Financial Aid Committee Meeting (Tab 22)*

    ii. FY 2021 Budget Request Summary (Tab 18)

    iii. True Up (Tab 23)

    iv. Affordability Report (Tab 24)*

    v. Final Report on FY 2020 Higher Education Budget (Tab 25)*

7. Audit Committee

a. Action

    i. None

b. Information

    i. Minutes of the June 4, 2019, Audit Committee Meeting (Tab 26)*

    ii. Overview of Recent Audit Reports (Tab 27)*
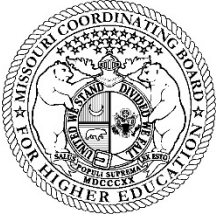
8. General Business

a. Action

    i. Adjourn Public Session of the Coordinating Board for Higher Education

b. Information

    i. Good and Welfare of the Board*

ii.   Presidential Advisory Committee Roster*

iii.   CBHE Members by Congressional District (Tab 28)*

iv.   CBHE Committee Roster (Tab 29)*

v.   CBHE Statutory Functions (Tab 30)*

vi.   CBHE Bylaws (Tab 31)*

The work session of the Coordinating Board for Higher Education was called to order at 2:30 p.m. on Tuesday, June 4, 2019, in the University Center at Southeast Missouri State University in Cape Girardeau, Missouri. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler and Shawn Saale were present. No members were absent.

Mr. Cornelison moved to go into closed session pursuant to § 610.021(3), RSMo, to discuss hiring, firing, or promoting of particular employees. Ms. Grant seconded. Roll call vote:

> Doug Kennedy: yea
> Gary Nodler: yea
> Shawn Saale: yea
> Gwen Grant: yea
> Mike Thomson: yea
> Joe Cornelison: yea

The motion passed unanimously and the board entered into a closed session at 2:31 p.m.

Mr. Thomson motioned to adjourn the close session. Mr. Cornelison seconded. Roll call vote:

> Doug Kennedy: yea
> Gary Nodler: yea
> Shawn Saale: yea
> Gwen Grant: yea
> Mike Thomson: yea
> Joe Cornelison: yea

The motion passed unanimously and the board adjourned the closed session at 2:54 p.m.

No action was taken. The meeting was adjourned at 2:54 p.m.

Meeting Minutes

Coordinating Board for Higher Education Public Meeting

Coordinating Board for Higher Education
June 5, 2019

The Coordinating Board for Higher Education's public meeting was called to order at 9:00 a.m. on Wednesday, June 5, 2019 in the University Center at Southeast Missouri State University in Cape Girardeau, Missouri. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, and Shawn Saale were present. No members were absent.

General Business

1. Mr. Thomson moved to approve revisions made to the agenda. Mr. Cornelison seconded. Motion carried unanimously.

2. Ms. Grant moved to approve the consent agenda in its entirety. Mr. Saale seconded. Motion carried unanimously.

3. Mr. Kennedy recognized Carlos Vargas from Southeast Missouri State University as host institution for the June 2019 CBHE public meeting.

4. Carlos Vargas made welcoming remarks.

Report of the Commissioner

1. Zora Mulligan, Commissioner of Higher Education, provided an update on the new department vision.

2. Terence Bostic of CMA Consulting presented on the new department vision statement.

3. Mr. Cornelison moved to recommend that the Coordinating Board for Higher Education approve the vision statement presented. Mr. Thomson seconded. Motion carried unanimously.

4. Ms. Mulligan recognized Missouri Department of Higher Education staff who have transitioned into new roles, new department employees, and summer interns.

5. Ms. Mulligan presented on the new department organization chart and postings of new leadership positions.

6. Ms. Mulligan presented on departing and new Presidential Advisory Committee members.

7. Ms. Mulligan presented an update on the 2019 blueprint implementation plan.

8. Rusty Monhollon, Assistant Commissioner for Academic Affairs, presented an equity project update.

Presidential Advisory Committee

1. Gerren McHam, Special Assistant for External Relations, presented a report on the 2019 legislative session.

2. Kristin Stokely, General Counsel, presented an update on the implementation of new laws.

Academic Affairs & Workforce Needs Committee

1. Ms. Grant moved to recommend the Coordinating Board for Higher Education approve the amendments to 6 CSR 10-3.020 as presented in the attachment and direct the Commissioner of Higher Education to take all appropriate action to ensure the changes become effective as soon possible. Mr. Saale seconded. Motion carried unanimously.

2. Mr. Nodler moved to recommend the Coordinating Board for Higher Education approve the recommended actions listed in Table 1. Mr. Thomson seconded. Motion carried unanimously.

3. Ms. Grant moved to recommend the Coordinating Board for Higher Education approve each institution's mission description, as presented in the attachment. Mr. Saale seconded. Motion carried unanimously.

4. Ms. Grant moved to recommend the Coordinating Board for Higher Education approve posting for public comment Southeast Missouri State University's request for a statewide mission on the MDHE website starting on Monday, June 10 for a period of twenty days. Mr. Nodler seconded. Motion carried unanimously.

5. Mr. Monhollon presented an update on the revised admission guidelines.

6. Mr. Monhollon presented an update on the report on the condition of college and career readiness.

Budget & Financial Aid Committee

1. Mr. Nodler moved to recommend that the Coordinating Board for Higher Education approve the institutions listed in the attachment for recertification to participate in the state student financial assistance programs administered by the Missouri Department of Higher Education until September 2022. Ms. Grant seconded. Motion carried unanimously.

2. Mr. Nodler moved to recommend the Coordinating Board for Higher Education approve the temporary suspension of the A+ Scholarship Program's Algebra I end-of-course exam requirement for the summer 2019 term and, if necessary, the fall 2019 term. Mr. Saale seconded. Motion carried unanimously.

3. Mr. Thomson moved to recommend that the Coordinating Board for Higher Education designate all programs contained within the MDHE program inventory that are classified in the Classification of Instructional Programs (CIP) within the program areas listed in the attached document as eligible for the Fast Track Workforce Incentive Grant. Mr. Saale seconded. Motion carried unanimously.

4. Ms. Grant departed the public meeting at 11:00 a.m.

5. Leroy Wade, Assistant Commissioner for Financial Assistance and Proprietary Certification, presented an update on Fast Track implementation.

6. Jeff Barlow, Assistant Commissioner for Fiscal Affairs, presented an update on the FY 2020 higher education budget.

7. Mr. Barlow presented an update on FY 2021 budget request instructions.

8. Ms. Mulligan presented an update on per-student funding adjustment.

Adjournment

1. Mr. Thomson moved to adjourn the meeting. Mr. Cornelison seconded. Motion carried unanimously.

The meeting adjourned at 11:35 a.m.
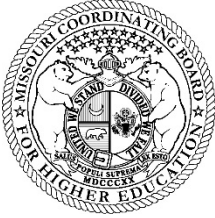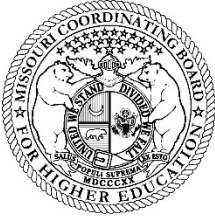
Meeting Minutes
Joint State Board of Education/Coordinating Board for Higher Education Meeting

Coordinating Board for Higher Education
July 30, 2019

The State Board of Education (SBE) and the Coordinating Board for Higher Education (CBHE) held a joint meeting at 12:30 p.m. on Tuesday, July 30, 2019, at Tan-Tar-A Resort in Osage Beach, Missouri. SBE members Charlie Shields, Victor Lenz, Michael Jones, Peter Herschend, and Carol Hallquist were present. CBHE members Doug Kennedy, Gwen Grant, Mike Thomson, Joe Cornelison, Gary Nodler, and Shawn Saale were present. No members were absent. No quorum was established.

Missouri Advisory Board for Educator Preparation, equity in k-12 and postsecondary education, adult learning, and workforce development were discussed with no action taken.

The meeting adjourned at 2:32 p.m.

Meeting Minutes
Coordinating Board for Higher Education Retreat Meeting
Coordinating Board for Higher Education
July 30–31, 2019

The Coordinating Board for Higher Education held their annual retreat July 30-31, 2019, at Tan-Tar-A Resort in Osage Beach, Missouri. CBHE members Doug Kennedy, Gary Nodler, Mike Thomson, Joe Cornelison, Gwen Grant and Shawn Saale were present. No members absent. A quorum was established.

July 30, 2019

The meeting was called to order at 3:00 p.m. The group received department updates including discussion about the 2020 legislative session, U.S. Department of Education Information Security Audit, True Up, academic affairs initiatives, and a new department logo. No action was taken.

The meeting adjourned at 4:47 p.m.

July 31, 2019

The meeting was called to order at 9:00 a.m. The group received a presentation from Becky Dunn, Assistant Commissioner for Communications and Outreach, on the new department logo. A vote was taken on the new department logo.

Mr. Nodler motioned to recommend the Coordinating Board for Higher Education approve logo option one for the new Department of Higher Education and Workforce Development logo. Ms. Grant seconded. Motion passed unanimously.

Julian Nicks, Director of Transformation, presented a report on the Department of Higher Education and Workforce Development's vision statement, strategy, and empower transformation. No action was taken.

Zora Mulligan, Commissioner, asked the board wanted to consider a new committee structure. Board members indicated that no change was needed, and no action was taken.

The meeting adjourned at 11:21 a.m.

Tab 1
Distribution of Community College Funds
Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

State aid payments to community colleges are made on a monthly basis. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations to community colleges includes line items for the core budget, an equity adjustment, and maintenance and repair. In addition, there is a separate line item for debt offset for the tax refund intercept program operated by the Missouri Department of revenue to help institutions resolve outstanding student debt owed to the colleges.

Section 163.191, RSMo

CURRENT STATUS

The TAFP state aid appropriation for community colleges in House Bill 3 for FY 2019 is $143,570,515. The amount available to be distributed (TAFP appropriation less the three percent statutory reserve) is $139,263,400.
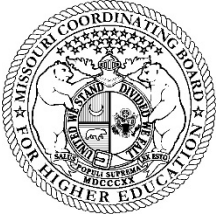
Payment of state aid distributions to community colleges is summarized below.

	FY19 Budgeted	Expended Final FY19	FY 2020 Budgeted
State Aid (excluding Maintenance & Repair – General Revenue)	$115,080,597	$115,080,596	$115,080,597
State Aid – Lottery Funds	$10,175,291	$10,175,291	$10,175,291
Equity Distribution	$9,742,695	$9,742,695	$9,742,695
Maintenance and Repair	$4,264,817	$4,224,458	$4,264,817
Totals	**$139,263,400**	**$139,223,040**	**$139,263,400**

RECOMMENDATION

Assigned to Consent Calendar

NO ATTACHMENTS

Tab 2
Proposed June 2020 and September 2020 Date Change

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

In December 2018, the Coordinating Board approved the June 2020 and September 2020 meeting dates.

- June 2-3, 2020
- September 8-9, 2020

CURRENT STATUS

Staff ask the Coordinating Board to consider the following change to the June 2020 and September 2020 meeting dates.

- June 16-17, 2020
- September 15-16, 2020

RECOMMENDATION

Staff recommend that the Coordinating Board for Higher Education approve the June 2020 and September 2020 date changes.
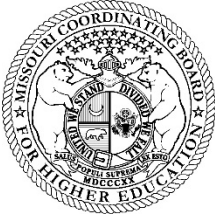
Tab 3

Call for Offers to Host the June 2020 CBHE Meeting

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

The Coordinating Board for Higher Education (CBHE) is statutorily required to meet at least four times annually with an advisory committee (§ 173.005.3, RSMo). Regular meetings generally take place in March, June, September, and December. The June meeting is generally held on a college or university campus.

CURRENT STATUS

The CBHE is accepting offers to host the June 17, 2020 CBHE meeting.

NEXT STEPS

The CBHE will vote to determine the host institution for the June 2020 meeting at their December 11, 2019, meeting.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Coordinating Board On-Campus Meeting Location History

Tab 3 Attachment
Coordinating Board On-Campus Meeting Location History

HISTORY OF HOST INSTITUTIONS

Year	Month	Host
2019	June	Southeast Missouri State University
2018	June	Missouri State University & Ozarks Technical Community College
2017	April	Lincoln University
	June	Northwest Missouri State University
2016	April	Harris-Stowe State University
	April	Metropolitan Community College (Blueprint Meeting)
	June	State Technical College of Missouri
2015	February	University of Missouri-Columbia (Blueprint Meeting)
	March	Truman State University (Blueprint Meeting)
	April	Missouri Western State University
	June	Missouri State University
	June	Ozarks Technical Community College (Blueprint Meeting)
	June	Southeast Missouri State University (Blueprint Meeting)
2014	November	Lincoln University
	December	St. Charles Community College
2013	December	University of Missouri-Columbia
2010	February	Wentworth Military Academy
	June	Missouri Baptist University
	September	State Fair Community College
	December	University of Missouri-Columbia
2009	February	St. Louis Community College-Wildwood
	April	Lincoln University

Tab 4
New Department Updates
Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

The Missouri Department of Higher Education became the Department of Higher Education and Workforce Development (DHEWD) on August 28, 2019. The new name reflects the department's broader scope of responsibilities and resources.

A face sheet showing the DHEWD leadership team is included as an attachment.

The department has also adopted a new logo.

DHEWD staff look forward to working with the board and partner colleges and universities look forward to develop a set of priorities that will move the state toward the department's vision, "Every Missourian empowered with the skills and education needed for success."

RECOMMENDATION

This is an information item only.

ATTACHMENT

- DHEWD Leadership Team Face Sheet

Meet DHEWD senior staff…

Commissioner's Office

Zora Mulligan
Commissioner

Danielle Briot
Interim Chief of Staff

Alyssa McLeod
Executive Assistant/ Board Secretary

Gerren McHam
Special Assistant for External Relations

Julian Nicks
Director of Transformation

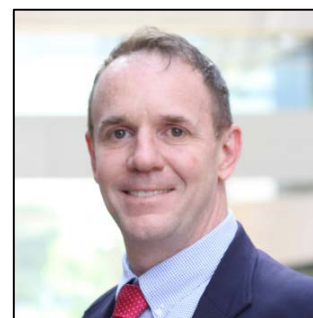## Leadership Team

Leroy Wade
Deputy Commissioner for Operations

Mardy Leathers
Director of Workforce Development

Mara Woody
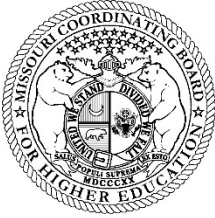*Asst. Commissioner for Postsecondary Policy*

Alan Spell
Interim Asst. Commissioner for Performance & Strategy

Becky Dunn
Asst. Commissioner for Communications & Outreach

Kristin Stokely
General Counsel

Tab 5

Final Report on 2019 Legislative Session and Plan for Implementation of New Laws

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

The 2019 regular session of the General Assembly began on January 9, 2019, and concluded on May 17, 2019. For bills that are truly agreed and finally passed during session, the governor has 15 days to sign or veto the bills. For bills that are truly agreed and finally passed and delivered to the governor after session concludes, the governor has 45 days to sign or veto the bills. Veto session begins on September 11. Unless otherwise noted within the bill, the effective date of all new laws was August 28.

CURRENT STATUS

Summary of 2019 Legislative Session:

- Number of bills filed: 1,974
- Number of bills that were Truly Agreed to and Finally Passed: 91

The following bills affect higher education, were signed into law, and became effective August 28, 2019, unless otherwise noted:

- SB 68 – Fast Track Workforce Incentive Grant
- SB 306 – Modification of programs impacting military families
- HB 604 – School Turnaround Act (A+ modification)
- HB 77 – Public Education Employee Retirement System modification

The attachment entitled "New Law Implementation Matrix" contains details about implementation of the 2019 higher education-related laws.

NEXT STEPS

In the coming months, MDHE will continue to work on implementing the new laws. Specifically, the MDHE plans to:

- File the administrative rules for the Fast Track Workforce Incentive Grant;
- Resolve the A+ dual credit issues; and
- Issue new guidance for the changes to the three programs impacting military families.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- New Law Implementation Matrix

Tab 5 Attachment
New Law Implementation Matrix

PLAN FOR IMPLEMENTATION OF NEW LAWS
2019 NEW HIGHER EDUCATION-RELATED LAWS
ITEMS REQUIRING ACTION BY THE MDHE/CBHE

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
Bills Passed in 2019						
SB 68	FastTrack	Creates the Fast-Track Workforce Incentive Grant which provides grants for Missouri citizens to attend approved programs at Missouri institutions.	August 28, 2019	Administer new grant/loan program.	Operations	MDHE has several next steps for this program: • File proposed administrative rules; • Review applications received; • Make first awards.
SB 306	Military Families	This legislation impacts the Veteran's Survivor Grant, the Missouri Returning Heroes Education Act, and In-State Tuition determinations. For the Veteran's Survivor Grant, 173.234, it removes the sunshine provision. For the Missouri Returning Hero's Act, 173.900, it does the following: • Expands the definition of "combat veteran" to include those who served before 9/11/01; • Extends the program to graduate degrees; and • Allows the veteran to choose whether to apply the tuition reduction before or after other aid is awarded. For In-State Tuition determinations for military dependents, 173.1155, it requires	August 28, 2019	Supervise implementation of these new programs at the institutions and offer guidance to the institutions.	Operations	MDHE is updating its guidance on its website for both students and institutions regarding these programs.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
		that eligibility for in-state tuition rates be determined at time dependent is accepted for admission.				
HB 604	A+	Modifies the A+ program to require MDHE to provide A+ dollars to high school students in dual-credit classes.	August 28, 2019	Cooperate with the Governor's Office to figure out how to implement.	Operations	This legislation is problematic in that the way it is written it is impossible to make the dual credit payments because the qualifying criteria are impossible to achieve. As written, to get dual credit dollars while in high school, a student must be a graduate from high school.

It is also problematic because the legislation requires that the traditional A+ students be paid first, then dual-credit in high-school paid second on the basis of financial need. However, the MDHE will not know how much money is left for the dual-credit students until May of 2020, well beyond the time-frame for making it available for students with a financial need.

MDHE plans to implement A+ as historically implemented in the short term, while working to determine how to handle the two issues in the longer term. |
| HB 77 | PSRS | Under current law, any person retired from the Public School Retirement System of Missouri (PSRS) may be employed by an employer included in the retirement system in a position that does not normally require a Missouri teacher certification. Such a person may earn up to 60% of the statutory minimum teacher salary without a discontinuance of the person's retirement allowance.

If any such person is employed in excess of the limitations, the person shall not be eligible to receive the person's retirement allowance for any month during which the person is employed.

This act exempts any person retired and currently receiving a retirement allowance | August 28, 2019 | No action required. | N/A | Item provide for informational purposes only as this legislation impacts Missouri's community colleges. |

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
		from PSRS employed by a public community college from such provisions of law.				
HB 3	Budget Bill	Officially combined the DWD, MERIC, and DHE budgets.	July 1, 2019	Create budget plan for an entirely new department.	Operations	The budget teams from DWD and DHE are integrated and working to create a unified budget. Historically, the two budgets operated very differently, so we are working internally to bring them together.
HB 17	Capital Improvement Projects	Appropriates money to the CBHE for improvements at various institutions: • MCC • Moberly Area Comm College • St. Charles Comm College • St. Louis Comm College • State Tech • SEMO • Northwest • Harris-Stowe • Three Rivers College • Crowder College Cassville campus • MSU • Truman	July 1, 2019	None	Operations	Pass through dollars for appropriated purpose.
Bills Passed in 2018 – Final Update						
HB 3	Computer science	Allows a high school student to substitute a math, science, or practical arts course with a computer science course provided that the student has taken all classes with a required end-of-course exam; requires DESE to cooperate with DHE to develop and implement academic requirements for computer science courses.	July 1, 2019	Cooperate with DESE to develop and implement academic requirements for computer science courses.	Academic Affairs	MDHE staff will continue to monitor to determine possible impact to student qualifications for educator preparation programs in addition to impacts to overall student preparation for collegiate-level coursework and remediation rates.
HB 1606	Career and salary information	Requires the CBHE and DED to provide specific career and salary information for each credential offering offered by a public institution of higher education; the information must appear on the public institution's website and in the course catalog	On or before October 1, 2019	Ensure that reporting is provided to the institutions that fulfills the requirements of the statute regarding graduate outcomes, or work with institutions to ensure that	Data	MDHE staff received feedback from institution on draft reports and will provide reports to the institutions for the 2019-2020 academic year by September 15, 2019.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
		alongside its credential offerings, if the institution publishes a course catalog.		they are able to provide alternate data from other sources.		
HB 1744; SB 807 & 577; SB 603	Access Missouri program	Modifies the Access Missouri financial assistance program by allowing students attending virtual institutions to be eligible for awards.	August 28, 2018	Ensure that MDHE procedures and practices relating to issuing Access Missouri awards are consistent with new state law.	Financial Aid	Rulemaking final. Program implemented.
HB 1744; SB 807 & 577	A+ scholarship program	Modifies the A+ scholarship program student eligibility by removing the requirement that a student's attendance occur in the three years immediately prior to graduation.	June 1, 2018 (due to emergency clause on HB 1744)	Ensure that MDHE procedures and practices relating to issuing A+ Scholarship awards are consistent with new state law.	Financial Aid	Rulemaking final. Program implemented.
SB 807 & 577	HESFA	Modifies the Higher Education Student Funding Act by allowing public institutions of higher education to increase tuition by an amount (no greater than 5%) that would produce an increase in net tuition revenue no greater than the amount by which state operating support was reduced in the previous fiscal year.	August 28, 2018	Ensure that MDHE and CBHE procedures and practices relating to tuition setting are consistent with the revised parameters.	Fiscal Affairs; Data; Commissioner	MDHE staff filed the final Order of Rulemaking with the Secretary of State on August 14, 2019. The rule will be final on October 30, 2019.
SB 870; SB 807 & 577	Public Safety Officer Survivor Grant	Expands the list of professions whose children and spouses are eligible to receive a public safety office or employee survivor grant from the CBHE.	August 28, 2018	Ensure that MDHE procedures and practices relating to issuing the grant awards are consistent with new state law.	Financial Aid	Rulemaking final. Program implemented.
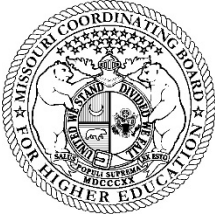
The Strategic Planning and External Relations Committee of the Coordinating Board for Higher Education was called to order at 1:39 p.m. on Tuesday, June 4, 2019, in the University Center at Southeast Missouri State University in Cape Girardeau, Missouri. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, and Shawn Saale were present. No members were absent.

Commissioner of Higher Education Zora Mulligan provided an overview of the work of the committee and its purpose.

Approval of March 5, 2019 Strategic Planning & External Relations Committee Meeting Minutes

Mr. Cornelison moved to approve the minutes of the March 5, 2019, Budget & Student Financial Aid Committee meeting. Mr. Thomson seconded. Motion carried unanimously.

Terence Bostic of CMA Consulting presented a report on the vision process for the new department.

No action was taken. The meeting was adjourned at 2:29 p.m.

BACKGROUND

In the early 1980s, the Coordinating Board for Higher Education identified the financial access of citizens to quality higher education as the major public policy issue confronting Missouri higher education at the time. The primary means for addressing the issue was to achieve greater diversity among the existing institutions by ensuring that public higher education reflected a mix differing in mission, role and scope, admission requirements, program emphasis, fees, and functional emphasis. Key prerequisites for designation as a statewide public institution at the time were "…both an institutional mission statement that is unique and addresses identified statewide educational needs that are not currently being addressed, as well as the institution's ability to address those educational needs."[1] A statewide mission designation is integrally related to the CBHE's responsibility for statewide planning, requiring first, identification of the needs of the state and an examination of the ways educational resources can best respond, and next, an examination of the mission and purpose of institutions in light of the identified state needs.

In 1995, the CBHE undertook the Mission Refinement Initiative, a comprehensive assessment and refinement of the missions of all colleges and universities in Missouri. The process of mission review was to provide each institution the opportunity to receive limited additional funds for program enhancement, while also ensuring the relevance of the institution's mission and its alignment to identified statewide needs. The outcome of the process was to be a diverse system of higher education institutions characterized by focused missions and clearly defined institutional priorities, mission plans with specific goals and objectives of statewide significance, and public accountability for reporting institutional and student performance. A summary of institutions that have received statewide missions can be found in Attachment A.

In 1995, legislators passed Senate Bill 340, which provides the framework the CBHE currently uses for evaluating requests for statewide missions. Sections 173.030(8) and (9), RSMo, charge the CBHE with reviewing public institutions' missions, based upon "the needs of the citizens of the state as well as the requirements of business, industry, the professions and government…to ensure that Missouri's system of higher education is responsive to the state's needs and is focused, balanced, cost-effective, and characterized by programs of high quality as demonstrated by student performance and program outcomes." The statute defines two steps for institutions asking the CBHE to recommend a statewide mission designation: submission of an application based on criteria found in §173.030(9), RSMo, and completion of a mission implementation plan for CBHE approval (§173.030(8), RSMo).

Once the CBHE has approved of the institution's proposed statewide mission designation, the statute states, "no change of mission for an institution under this subdivision establishing a statewide mission shall become effective until the general assembly approves the proposed mission change by concurrent resolution, except for the institution defined pursuant to subdivision (1) of section 174.010, and has been approved by the coordinating board and the institutions for which the coordinating board has recommended a statewide mission prior to August 28, 1995."[2] Currently, eight public institutions hold statewide mission designation. Attachment

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[1] Coordinating Board for Higher Education, June 12, 1985.

[2] Institutions requesting a statewide mission designation "shall be judged to have met the prerequisites for such a mission when they demonstrate to the coordinating board that they have met the criteria described in this subdivision." §174.450 RSMo provides an additional requirement that the board of regents for any institution designated as having a statewide mission according to §173.030(8)(9), RSMo shall be abolished on the effective date of the statutory mission change, and any appointed members of the board of regents serving as of the effective date of the statutory mission change will serve as members of the board of governors until the expiration of the term for which they were appointed.

A provides a list of Missouri public higher education institutions with statewide mission designations, including year approved, governing board structure, and supporting statutory language.

CURRENT STATUS

Southeast Missouri State University submitted a request to the CBHE for a statewide mission designation in cybersecurity, computer science, and visual and performing arts (Attachment B). The proposal was posted for public comment, with comments received from the University of Missouri System (Attachment C), Truman State University (Attachment D), and Northwest Missouri State University (Attachment E). The comments received addressed the following concerns: the institution did not offer evidence of "one or more programs of unusual strength," the programmatic focus of the proposal will disadvantage other Missouri colleges and universities offering programs in these areas and may mislead students, and the proposal is a departure from the intended goal of statewide mission as one "that broadly influences the daily operations and values of the institution." Southeast Missouri State University provided a response to the comments received (Attachment F).

At its annual retreat on July 30, 2019, the CBHE briefly discussed the proposal from Southeast Missouri State University. The CBHE directed staff to conduct additional research to determine whether Southeast Missouri State University meets the criteria as defined in §173.030(8)(9),RSMo. Staff have reviewed the application and determined that the proposal addresses most of the criteria for statewide mission (Attachment G), with the exception of a mission implementation plan.

NEXT STEPS

MDHE staff requests that Southeast Missouri State University submit, by November 1, 2019, a revised mission implementation plan for CBHE review, based on the questions indicated on Attachment G. CBHE/MDHE staff may request follow-up information or ask additional questions as may be necessary to facilitate the review.

RECOMMENDATION

~~Staff recommend that the approval process move forward, with final consideration of the request after the CBHE has received the revised mission implementation plan.~~ September 10, 2019; Staff recommend that the CBHE approve Southeast Missouri State University's request for a statewide mission in Computer Science, Cybersecurity, and Visual and Performing Arts.

ATTACHMENTS
   A. Institutions with Statewide Mission Designation and Governance Structure
   B. Southeast Missouri State University Request for Statewide Mission
   C. Comment: UM System-Southeast Missouri State University Statewide Mission
   D. Comment: Truman State University-Southeast Missouri State University Statewide Mission
   E. Comment: Northwest Missouri State University-Southeast Missouri State University Statewide Mission
   F. Southeast Missouri State University Response

Tab 7 Attachment A
Institutions with Statewide Mission Designation and Governance Structure

Institution	Mission	Authorization	Date	Governance
Missouri Southern State University	International or global education	§174.231	2003	SB 55 in 2003 amended 174.231 to change name to Missouri Southern State University and give statewide mission of international or global education.
Missouri Western State University	Applied learning	§174.251	2005	Section 174.450.1, RSMo / Section 174.453.5, RSMo: No more than three voting members shall be residents of the same county. Two voting members shall be residents of counties in Missouri other than the five county statutory service region of Buchanan, Andrew, Platte, Dekalb, and Clinton Counties. 7 voting members and 1 non-voting student
Missouri State University	Public affairs	CBHE, January 13, 1995; §174.450.2	1995 2005	At the January 13, 1995 meeting, the CBHE approved recommending a "statewide mission" for what was then Southwest Missouri State University. Section 174.450.2, RSMo: 9 voting members must represent each congressional district; 1 non–voting student
Truman State University	Liberal arts and sciences	CBHE February 8, 1985 §174.600	1985 1995	CBHE voted to approve recommending statutory changes to make Northeast into the state's liberal arts institution with a statewide governing board. Sections 174.610-620, RSMo: 4 voting members must represent Adair, Audrain, Boone, Callaway, Chariton, Clark, Howard, Knox, Lewis, Lincoln, Linn, Marion, Macon, Monroe, Montgomery, Pike, Putnam, Ralls, Randolph, St. Charles, Schuyler, Scotland, Shelby, Sullivan, or Warren County, providing that no more than one member may be from the same county; 3 voting members must be from any of the seven college districts as described in statute and from differing congressional districts; 2 non-voting members must be non-residents of the state; and 1 non-voting member must be a student

University of Central Missouri	Professional applied science and technology university	CBHE, October 19, 1996	1996	Section 174.060, RSMo / Section 174.453, RSMo: Five voting members shall be selected from the counties comprising of the institution's historic statutory service region, except that no more than two members shall be appointed from any one county with a population of less than 200,000 inhabitants. Two voting members shall be selected from any of the counties in the state which are outside of the institution's historic service region. One non-voting member shall be a student.
University of Missouri	Land grant	Morrill Act (1862)	1862	Section 172.030, RSMo: 9 voting members must represent each congressional district; 1 non-voting student representative
Lincoln University	Land grant	Morrill Act (1890)	1890	Section 175.020, RSMo: 8 voting members with no geographic requirements; 1 non-voting student
State Technical College	Highly specialized and advanced technical education and training	§178.636	1995	Section 178.632, RSMo: 7 voting members, no more than 2 of whom may reside in Osage County or other immediately contiguous counties; 1 non-voting student

May 15, 2019

The Honorable Zora Mulligan
Commissioner
Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson, City, MO 65102

      Re: Statewide Mission

Dear Commissioner Mulligan,

      Per Dr. Monhollon's March 15, 2019 electronic correspondence to me regarding Southeast Missouri State University's pursuit of a statewide mission, we submit the enclosed application demonstrating sufficient evidence satisfying all of the criteria for institutions seeking a statewide mission. It is our understanding per Dr. Monhollon's correspondence that by sending this to you on this date, this request will be considered by the Coordinating Board at their June 5, 2019 meeting. If this is not the case, I would appreciate the opportunity to have a conversation with you on this matter.

      As we have previously discussed, and as Dr. Monhollon's March 15 email alludes, there is no process or format to proscribe the application process. Thus, the enclosed document was modeled and prepared off of an example from the University of Central Missouri that Dr. Monhollon provided to us. Additionally, please note that because §§ 173.030(8)(9) makes reference to submitting requests and applications, and providing evidence to the Coordinating Board, we have shared a copy of this packet with Board's Chairman as well.

      If you have any questions, or wish to discuss this further, please do not hesitate to contact me directly at 573-651-2222 or via email at president@semo.edu. Thank you for your assistance on this topic and we look forward to the Coordinating Board's discussion and consideration in June.

Sincerely,

Carlos Vargas
President

CC: Dr. Rusty Monhollon, Asst. Commissioner, Missouri Dept. of Higher Education
        Mr. Douglas R. Kennedy, Chair, Coordinating Board for Higher Education
        The Honorable Kathy Swan, State Representative

Application for Statewide Mission

Institution Name: Southeast Missouri State University

Requested Area(s) for Statewide Mission Designation: Visual and Performing Arts, Computer Science and Cybersecurity

Does any other public four-year institution have a statewide mission in the requested area(s)? No

Is the institution requesting any additional appropriations to support its request? No

Does the institution understand that if a statewide mission is approved in the requested area(s), it will not prohibit other public four-year institutions from offering the same or similar programs? Yes

Submission Date: May 15, 2019

At the request of Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs at the Missouri Department of Higher Education, Southeast Missouri State University is submitting this application, in narrative form, to the Missouri Coordinating Board for Higher Education pursuant to RSMo §§173.030(8) and (9) in support of its request for a statewide mission in the visual and performing arts, computer science and cybersecurity.

I.   Institutional Background

Founded in 1873 as a teacher's college, Southeast Missouri State University is a dynamic and competitive regional public comprehensive institution located in Cape Girardeau, Missouri. With a total undergraduate and graduate student enrollment of approximately 11,000, Southeast prides itself on offering more than 145 Undergraduate Majors, 100+ Undergraduate Certificates and Minors; and 75+ Graduate Programs. Southeast is also one of five regional institutions in Missouri that participates in a state-wide collaborative with the University of Missouri to offer a Doctorate of Education in Education Leadership (EdD). We are classified by the Carnegie Classification of Institutions of Higher Education as "Master's Colleges & Universities: Larger Programs" and we are consistently recognized among the best by U.S. News' Best Regional Universities in the Midwest and others. Southeast Missouri State University has been accredited by the Higher Learning Commission since 1915.

The Academic Experience

With a vast array of academic offerings, Southeast focuses on programs helping students find careers or enter graduate schools of their choice. The University is divided into the following colleges: Donald L. Harrison College of Business and Computing; Earl and Margie Holland College of Arts and

Media; College of Education, Health and Human Studies; College of Humanities and Social Sciences; and College of Science, Technology, Engineering and Mathematics.

The **Harrison College of Business and Computing** offers students empowering opportunities to fine-tune their skill sets into careers in a global marketplace. The business programs are AACSB accredited, a quality distinction held by only 5 percent of institutions offering business degrees worldwide. The College is one of only seven institutions in the U.S. designated by the Network of International Business Schools (NIBS) for deep internationalization. Both the computer science and cybersecurity degrees are ABET accredited and the cybersecurity degree is one of just four in the nation to be accredited under ABET's cybersecurity-specific criteria.

The **Holland College of Arts and Media** includes the River Campus, a one-of-a-kind living and learning space and Missouri's only campus dedicated to art, design, dance, music and theatre. Southeast is also Missouri's only university to have all arts programs accredited. In addition, Southeast's Department of Mass Media is one of only two accredited media programs in the state. Mass media students learn at the Rust Center for Media, a unique laboratory in partnership with Cape Girardeau's professional media organization, located in the heart of media row. Since its creation in 2007, the River Campus has served over 300,000 patrons, through more than 85 museum exhibits 67+ gallery exhibits, 62+ faculty recitals, 50+ symphony concerts, 60+ touring series events, and 240+ theatre and dance productions. In 2017, *The Arrow*, Southeast's student newspaper, was honored with the Best Overall Newspaper award among Division I schools at the Missouri College Media Association Conference..

The **College of Education, Health and Human Studies** prepares students for careers in mind, body, and spirit with a heavy emphasis on technology and experiential learning. The EDvolution Center incorporates the latest technology into the curriculum from robotics to virtual reality to 3D printing. The College boasts nine accreditations for its programs, and the education program has been named an Apple Distinguished School. Our highly sought after nursing program consistently produces high licensure pass rates. In the Department of Kinesiology, Nutrition and Recreation, students can chose from nine undergraduate and two graduate program, including the Bachelor of Science in Sport Management, which was the first in Missouri to have Commission on Sport Management accreditation. The College also includes the Autism Center for Diagnosis and Treatment, which is one of four Missouri Autism Centers for Excellence designated by the Missouri Department of Mental Health; the Center for Speech and Hearing, which provides clinical training for students by offering comprehensive diagnostic and intervention services to the public; the Counselor Education Training Clinic, which provides free confidential private counseling sessions to all Southeast students; and the Center for Play Therapy Education, which is one of only three approved centers in Missouri.

The **College of Humanities and Social Sciences** offers undergraduate and graduate degrees across five Departments, which include disciplines that prepare students for the skills employers report they want most: critical thinking, communication, and teamwork. In addition, the college includes the three-time national debate champions and one of nine undergraduate historic preservation programs in the nation. Our philosophy graduates are accepted to law school at a rate of 100%. Unique features of the College include experiential learning at a Mississippian archeological field camp site in Cape Girardeau; an historic preservation field camp in nearby Ste. Genevieve, Missouri; and Southeast's Law Enforcement Academy, which is a Missouri Peace Officer Standards and Training (P.O.S.T.) approved provider, that provided basic and specialized training for more than 2,800 law enforcement

officers since 1987.

The College of Science, Technology, Engineering and Mathematics includes nationally recognized faculty and accreditations from ABET, ACS, and ATMAE. The college offers unprecedented undergraduate research opportunities. This gives students a competitive edge in their career and graduate school. The College created the state's first programs in unmanned aircraft systems and agriculture management systems. Students learn in modern facilities and laboratories, and our very own research farm to prepare them for the professional world. Departments include Agriculture, Biology, Chemistry and Physics, Engineering and Technology, Environmental Science, and Mathematics.

In addition to the five academic colleges, three **regional campuses** and an additional delivery site exist to support degree attainment, research, and workforce development in Missouri's Bootheel region. Since opening, thousands of students have attended one of Southeast's regional campuses where they can now earn a degree in 10 programs.

Supporting all of academic affairs is **Kent Library**, which provides resources and research materials as well as houses the Rare Book Room and the Center for Faulkner Studies. The University also includes a host of **operational centers** designed to give students experience and put curriculum into practice.

Southeast is accredited by the North Central Association through the Higher Learning Commission. The most recent reaffirmation of accreditation occurred in 2013-2014. The institution will host a reaffirmation of accreditation visit in September 2019. In addition to accreditation by the Higher Learning Commission, Southeast has more than 32 program-specific accreditations and certifications, which is believed to place Southeast as one of the top two public four-year institutions in Missouri with this number of accreditations and certifications.

The Student Experience

Southeast's student population of approximately 11,000 comes from around the world – 82 percent from Missouri, 12 percent from out-of-state, and six percent from more than 60 countries. Since 2007, our international enrollment has grown 266 percent (+536 students) and our out-of-state enrollment grew 71 percent (+787 students).

The University has an average class size of 21 students, allowing a personalized learning environment in which students can get to know fellow classmates and instructors. More than 1,100 students are enrolled in online-only courses, generating more than 21,000 credit hours.

Southeast supports more than 230 student organizations, including Student Government, Phi Beta Lambda, Air Force ROTC, the Missouri Army National Guard Show-Me Gold officer leadership development program, and much more. Nineteen percent of students are members of Greek social fraternities and sororities, and there are more than 5,000 participants in intramural and club sports. In addition, Southeast is the only institution in the nation to participate in a week-long program at the Center for Strategic and International Studies, a Washington, D. C. think tank. Southeast also offers a wide variety of study abroad opportunities for students from all majors and interests in more than 35 countries.

Southeast has 13 Division I athletic programs. As a member of the Ohio Valley Conference (OVC) since 1991, Southeast is successful in Division I competition, claiming more than 50 OVC regular-season titles and 19 OVC tournament titles, as well as having several teams make NCAA Division I tournament or playoff appearances.

Infrastructure

Southeast's 328-acre main campus is located in Cape Girardeau, Missouri with regional campuses in Kennett, Sikeston, and a delivery site in Poplar Bluff. Southeast also has a regional campus location in Malden that serves as a destination for agriculture research and workforce development collaboration.

Southeast has worked to improve its physical plant to enhance the student experience, investing $200 million in campus improvements since 2010. New construction includes Merick Hall, LaFerla Hall, Dobbins River Campus Center, four fraternity houses, University Autism Center, Transit Nexus, and the Center for Speech and Hearing. When the River Campus opened in 2007, Southeast founded the only campus in Missouri dedicated exclusively to art, dance, music, and theatre. To accommodate growth, a new residence hall was added on the River Campus and the Department of Theatre and Dance became The Jeanine Larson Dobbins Conservatory of Theatre and Dance. Other recent projects include Catapult Creative House, the Rust Center for Media, the Center for Speech and Hearing, and renovations to Grauel Building.

II. Statutory Criteria

RSMo §173.030(9) states that institutions seeking a statewide mission "shall provide evidence to the coordinating board that they have the capacity to discharge successfully such a mission," demonstrated by evidence to support the following:

1. The institution enrolls a representative cross-section of Missouri students.
2. The institution offers one or more programs of unusual strength which respond to a specific statewide need.
3. The institution has a clearly articulated admission standard.
4. The institution is characterized by a focused academic environment which identifies specific but limited areas of academic emphasis at the undergraduate or graduate level with a demonstrable capacity to provide significant public service.
5. The institution has adopted and maintains a program of continuous quality improvement, or the equivalent of such a program, and reports annual appropriate and verifiable measures of institutional accountability related to such programs.

In response, Southeast submits the following evidence demonstrating satisfaction with all criteria.

1. Southeast enrolls a representative cross-section of Missouri students.

Southeast Missouri State University enrolls at least 40 percent of its Missouri resident, first-time

degree-seeking freshmen from outside its historic service region. Specifically, using fall 2018 data, 581 students (47.4 percent) came from outside Southeast's CBHE defined service region.

2. **Southeast offers multiple programs of unusual strength that respond to specific statewide needs.**

Visual and Performing Arts
Southeast's programs in the visual and performing arts are of unusual strength because the institution is the only one in Missouri accredited in all areas of the arts – art and design, music, theatre and dance. There are some institutions in Missouri that have accreditations in these areas from the respective accrediting bodies – the National Association of Schools of Art and Design (NASAD), the National Association of Schools of Dance (NASD), the National Association of Schools of Music (NASM), and the National Association of Schools of Theatre (NAST) – however, Southeast is the only institution in the state accredited by all of them. In addition, Southeast is the only institution in Missouri that has a separate campus completely dedicated to the visual and performing arts. The quality of our programs, as evidenced by the accreditations; and our state-of-the-art facilities, housed at the River Campus, place Southeast in a position of strength with regard to visual and performing arts education in Missouri.

At Southeast, we are leveraging the quality of our programs and infrastructure to prepare graduates ready to compete in today's global society. During the 2018-2019 academic year, there were 975 students enrolled in the Holland College of Arts and Media, which accounted for over 9 percent of Southeast's total enrollment. Of these, there were 678 students majoring in art, design, music, theatre and dance, representing an increase of nearly 21 percent in just the last two years alone. As a testament to their success, students in the Holland College of Arts and Media have a 95.5 percent career outcomes rate and they are well positioned to help fill some of tens of thousands of jobs that exist in their chosen career pathway. According to MERIC data, careers related to the visual and performing arts have been included in the "hospitality and food service" career pathway. The data shows that jobs in this industry are projected to grow 8.6 percent, or 25,000 jobs, from 2016-2026,[1] providing evidence that Southeast's programs in the visual and performing arts are responding to a specific statewide need.

Computer Science and Cybersecurity
Southeast's programs in computer science and cybersecurity are of unusual strength because the quality of their programs and the success their students have attained. Regarding quality, Southeast's computer science program is one of only eight ABET accredited programs, and Southeast's cybersecurity program is the only program in Missouri, and one of only four in the United States, that is accredited by ABET under new cybersecurity-specific criteria. In addition, Southeast is designated a NSA-DHS National Center of Academic Excellence in Cyber Defense Education, making Southeast one of only three four-year institutions in Missouri to hold this designation and one of just 250 nationally. Southeast's student have leveraged this quality to excel inside and outside of the classroom as evidenced by the fact that the Southeast's cybersecurity students have won the Missouri Collegiate Cyber Defense Competition seven years in a row (2013-2019) and they consistently finish in the top-five at the Midwest Regional Cyber Defense Competition out of schools from approximately twelve states. In addition,

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[1] https://www.missourieconomy.org/pdfs/CareerPathwayHospitality.pdf

Southeast recently opened a state-of-the-art Cyber Range, which provides a space for education and training, product development, offensive activity and competition, detection and defensive competition, response and recovery, and assessment by students, industry and government professionals. The quality of our programs, as evidenced by the accreditations and student success; and our state-of-the-art facilities, place Southeast in a position of strength with regard to computer science and cybersecurity education in Missouri.

At Southeast, we are leveraging the quality of our programs and infrastructure to prepare graduates ready to compete in today's global society. During the 2018-2019 academic year, there were 1,886 students enrolled in the Harrison College of Business and Computing, which accounted for over 17 percent of Southeast's total enrollment. Of these, there were 468 students in Southeast's undergraduate and graduate computer science and cybersecurity programs, representing an increase of nearly 24 percent in just the last two years alone. As a testament to their success, students in the Harrison College of Business and Computing have a 95.5 percent career outcomes rate and they are well positioned to help fill some of tens of thousands of jobs that exist in their chosen career pathway. An April 2017 "Missouri Labor Supply and Demand Analysis" reported approximately 47,837 job ads for positions related to science and technology, but only 3,607 jobseekers. Additional Talent for Tomorrow Labor Market Projections include nearly 5,000 total annual job openings related to computer and information systems managers, computer systems analysts, software developers and other related fields. Further data from the U.S. Department of Labor and others quantifies additional workforce need through the state and nation. Magnifying the need, the Missouri Department of Higher Education reports that Missouri's four-year public institutions of higher education are graduating less than 500 students a year in computer science-related disciplines. All of this provides evidence that Southeast's computer science and cybersecurity programs are responding to a specific statewide need. And when one considers that forecasting using Southeast data from fall 2013 through fall 2018 suggests that the institution's undergraduate and graduate enrollments in computer science and cybersecurity could grow by 28 percent and 51 percent respectively by 2023, Southeast is positioned to respond to this specific need well into the future as well.

3. Southeast is a moderately selective institution.

Southeast's clearly articulated admission standard is "moderately selective." This category is one of four-tiered admissions structures approved by the CBHE in 1992 pursuant to §173.0052(6), RSMo.

4. Southeast's programs have demonstrated capacity to provide significant public service.

Southeast's programs in the visual and performing arts, computer science and cybersecurity have demonstrated their capacity to provide a significant public service.

Visual and Performing Arts
Since the opening of the River Campus in 2007, the students, faculty and staff and the programming they offer have had a significant impact on the cultural offerings, quality of life, and economic development throughout southeast Missouri. Specifically, over the last twelve

years attendance at River Campus events has exceeded 300,000 people; more than $3.2 million in revenue has been generated from the more than 650 gallery exhibits, symphony concerts, touring and theatre and dance productions, and special events hosted. In addition, Southeast has hosted the River Campus Summer Arts Festival for the last six years. In 2018, over 4,000 people attended the Festival, which is an increase of at least 500 compared to 2017 and more than double compared to 2015. This day-long free community event features live music, dance and theatrical performances, magic, visual arts displays, hands-on family-friendly art experiential activities, museum exhibitions, musical instrument exploration, creative writing workshops, an art walk and other hands-on activities. To further demonstrate the significant public service Southeast Missouri State University's visual and performing arts programs provide, a February 23, 2019 *Southeast Missourian* article credits the River Campus for helping "redevelop an area of town that was 'in dire need of support'" and talks about the positive impact that entertainment or events such as those offered by Southeast programs has on attracting people to Cape Girardeau that engage in other economic activities thereby positively impacting the city's revenues and growth strategies.[2]

Computer Science and Cybersecurity
Southeast's programs in computer science and cybersecurity prepare students for in-demand careers and serve the region by providing needed expertise to assist industry and government partners secure digital assets in connected cyber-infrastructure. Through partnerships with local, regional, national and international organizations, Southeast's students have participated in experiential learning opportunities that have resulted in the development of mobile applications, web-based applications, modules and other programs. In addition, the Center for Cybersecurity at Southeast serves to aid student learning outcomes, foster community outreach, and encourage knowledge expansion by performing cutting-edge research, contributing to industry standards, and publishing research findings. The Center also is a resource for computer science and cybersecurity-related news, external portals and journals, and includes information to connect individuals with Southeast's undergraduate and graduate programs and industry-specific certificates and trainings. To further demonstrate the significant public service Southeast Missouri State University's computer science and cybersecurity programs provide Governor Parson commented on the important role Southeast's cybersecurity programs plays in "workforce development – preparing a skilled workforce, equipping our students for tomorrow's demands." He stated that Southeast is "on the cutting edge of fighting and defending a national security issue and an economic concern for the U.S." and noted that "SEMO has stepped in to fill an important gap in our workforce."

5. **Southeast maintains a program of continuous quality improvement.**

By virtue of the various accreditations mentioned heretofore above, Southeast Missouri State University has adopted and maintains a program of continuous quality improvement, and reports annually appropriate and verifiable measures of institutional accountability related to its visual and performing arts, computer science, and cybersecurity programs. For example, the conditions accompanying the accreditations from NASAD, NASD, NASM and NAST require that once accreditation is granted, following a comprehensive review process, an institution must maintain compliance with the bodies' guidelines and standards and file annual reports. The accrediting

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[2] https://www.semissourian.com/story/2590103.html

bodies also require that institutions must file for approval of new curricula or substantive changes. Similar requirements exist through ABET, the accrediting body for computer science and cybersecurity. The National Center of Academic Excellence designation from NSA and DHS also has annual reporting requirements.

In addition to the external avenues for continuous quality improvement afforded by accreditation, Southeast has internal policies and procedures related to academic program review that provide an opportunity for academic departments to reflect on their academic program offerings and to develop and sustain plans for continuous improvement.

In §173.030(9)(e), RSMo, it outlines various other measures that can demonstrate an institution's commitment to continuous quality improvement and institutional accountability. One of those measures is the percent of students meeting institutional admission standards. As previously stated, Southeast is a "moderately selective" institution and using data provided by the Missouri Department of Higher Education in fall 2018, 80.1 percent of first-time, full-time students meet the admissions guidelines. This percentage places Southeast as the highest among the four "moderately selective" institutions in the state.

Another measure is student retention rate. Students in the Holland College of Arts and Media are retained in the University at a rate of 82.6 percent, which is a rate that has increased every year since fall 2014 and is the highest since at least fall 2007. Students are retained in the College at a rate of 73.2 percent, which is a number that has increased every year since fall 2014 and is the highest since at least fall 2007. Students in the theatre and dance are retained at a rate of 81.9 percent, and students in music are retained at a rate of 79.4 percent, both rates are the highest since at least fall 2007. Students in the Harrison College of Business and Computing are retained at the University at a rate of 71.2 percent, which has been fairly consistent over about a six-year period, and are retained within the College at a rate of 58.3 percent. Students in the Department of Computer Science, which includes computer science and cybersecurity have a 56.5 percent retention rate, which is the highest since at least fall 2007; and are retained within the University at a rate of 71 percent, which is the highest since fall 2010.

The statute also includes student graduation rates as a measure of continuous quality improvement and institutional accountability. In academic year 2018, 88 students completed a degree in art, design, dance, music or theatre; and there were 51 in computer science and cybersecurity, which when combined account for nearly 8 percent of all undergraduate completers during AY18. Some points of distinction include that not only have completers in the Department of Computer Science increased among traditional aged students (18-24) over a ten-year period, but they have also increased for those 25-31 and over 32 years of age. Completions for the Department of Computer Science have also increased for female, international and minority students over this same ten-year period. When it comes to student placement, which is another articulated measure of continuous quality improvement and institutional accountability, students in the Holland College of Arts and Media have a 95.5 percent career outcomes rate, and students in the Harrison College of Business have a 92.3 percent career outcomes rate.

The statute also provides that students attending graduate or professional schools can be evidence of a commitment to continuous quality improvement or institutional accountability. A sampling of

graduate or professional schools where Southeast's Holland College of Arts and Media have found success include, but are not limited, to: American University; Art Institute of Chicago; Carnegie Mellon University; DePaul University; Juilliard School of Drama; University of Arkansas; University of Maryland; University of Missouri-Columbia; and Washington University. A sampling of graduate or professional schools where Southeast's Harrison College of Business and Computing have found success, include, but are not limited, to: Boston University; Clemson University; George Mason University; Northeastern University; Purdue University; Schmalkalden University of Applied Sciences (Germany); Saint Louis University; University of California-Irvine; University of Memphis; University of Missouri; and University of Virginia.

As evidenced by the information immediately above, Southeast Missouri State University has a demonstrated commitment to continuous quality improvement and institutional accountability.

Taken as a whole, the commentary included in this Section II, Statutory Criteria, provides significant evidence that Southeast meets the requirements for institutions seeking a statewide mission articulated in RSMo §173.030(9).

III.   Mission Implementation

As a component of this application, Southeast Missouri State University has been asked to outline a mission implementation plan supporting this request. And while §173.030(9), RSMo states that such plan shall be provided in a manner proscribed by the Coordinating Board, this section will briefly address some thoughts on how the institution will move forward should a statewide mission in the visual and performing arts, computer science and cybersecurity be granted. However, the institution is mindful of the referenced statutory language and would welcome dialogue with the Coordinating Board on any additional thoughts its members may have.

1. Southeast will work to increase retention and graduation rates in each of the respective areas. While some of the data presented in Section II above suggests progress has been made over a 10-12 year period, additional work remains. As an institution, Southeast has a goal to retain 80 percent of its first-time, full-time freshman and have a six-year graduation rate of 60 percent. Both rates currently stand at 74.4 percent and 48.8 percent respectively. Through multiple student success initiatives initiated throughout the University, Southeast is working to improve all of these numbers.

2. Southeast will work to continue identifying ways in which its programs in the visual and performing arts can influence other academic units on campus. As a starting point, Southeast has already deliberately included other academic areas such as design and mass media alongside the programs in visual and performing arts within a new Holland College of Arts and Media. These areas of study were strategically placed in this College because of the way in which they complement each other and the way in which employers and industry are increasingly acknowledging the artistic nature of such programs like journalism, graphic design, advertising, and TV and film. Other opportunities for increased collaboration and inter-disciplinary influence include the exploration of new or redesigned program offerings and experiential learning experiences through Southeast's Rust Center for Media, which is an experiential laboratory in the heart of Cape

Girardeau's "media row" that gives students direct access to industry professionals; and Catapult Creative House, which is Southeast's creative labs incubator that provides entrepreneurial and collaborative learning space for art, design and more than a dozen other academic disciplines.

3. Regarding computer science and cybersecurity, Southeast is currently in the process of developing several "CS + X" degrees that will allow students across the University to pursue a flexible program of study that incorporates a strong foundation in computer science with technical and/or professional training in their primary area of study. To date, conversations have been initiated with five other majors that could result in new "CS + X" degrees. At least two of these majors are in the process of vetting their final proposals through Southeast's internal processes in anticipation of submitting the official forms to MDHE in the coming months. These programs would complement an already existing minor in Cybersecurity Business Systems designed for business students.

In addition to the three items articulated above, Southeast will continue its execution of arts-related events and programs serving patrons from throughout southeast Missouri and beyond; and it will continue to identify ways in which to enhance its computer science and cybersecurity-related capabilities be it through hosting conferences or events, offering professional development or training, or through the delivery or industry-recognized certificates or short-term credentials. All of these approaches would be consistent with items other statewide mission institutions have included in their "mission implementation plans."

IV. Conclusion

For more than 145 years, Southeast has taken seriously our responsibility to prepare high quality teachers, business people and entrepreneurs, scientists and health professionals, agriculture leaders, artists and performers, computer science experts and the citizens of tomorrow. And throughout our history, we have worked hard to build robust academic programs that are responsive to student interest, employer demand, and regional, state and national workforce needs. However, despite our proven success, our strong reputation, and our commitment to academic rigor and quality, Southeast Missouri State University is one of three public four-year institutions in Missouri without a statewide mission.

After reviewing the other statewide mission designations at institutions throughout the state and recognizing that they are in areas felt to be strengths for those institutions, it made sense for Southeast to pursue a designation in areas of strength for it – visual and performing arts, computer science and cybersecurity. At Southeast, nearly 11 percent of our students are enrolled in these areas. As mentioned above, all of these programs are accredited, and students in each area are beyond successful.

A statewide mission in the requested areas – visual and performing arts, computer science and cybersecurity – would only serve to enhance the stature of these programs and aid in the continued promotion of Southeast Missouri State University. Currently no other school has a statewide mission in these areas. The institution is not asking for additional appropriations to support this request, and Southeast officials are aware that granting a statewide mission in the

requested will not prohibit any other institution in Missouri from offering programs in these areas.

As such, and having demonstrated evidence satisfying all of the criteria outlined in § 173.030(9), Southeast Missouri State University respectfully requests the Coordinating Board's endorsement of a statewide mission in the visual and performing arts, computer science and cybersecurity.

June 17, 2019

Rusty Monhollon, Ph.D.
Assistant Commissioner for Academic Affairs
Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

Re: Southeast Missouri State University Request for a Statewide Mission

Dear Dr. Monhollon:

Thank you for the opportunity to address Southeast Missouri State University's (SEMO)
request for a statewide mission in the visual and performing arts, computer science, and
cybersecurity. We recognize SEMO's efforts to address important statewide workforce
needs in key areas, and the substantial work it has done and has committed to doing in its
application. The purpose of this letter is to raise some questions and concerns the
University of Missouri System believes should be answered before the state proceeds.

First, we would like to acknowledge the important work that SEMO is doing in these
areas. The institution has done a great deal of work to ensure its programs are accredited
by national organizations across the board; and that it is the only institution with
accreditation in art and design, music, theater and dance is an accomplishment that should
be recognized. We agree with Governor Parson that, with its cybersecurity programs,
"SEMO has stepped in to fill an important gap in our workforce." According to *Burning
Glass*, there have been 4,288 Missouri-based job postings for cybersecurity positions in
the last 12 months, and this is expected to grow by nearly nine percent over the next
decade. SEMO is setting the bar in some important ways. Beyond SEMO's application,
our concerns focus predominantly on the broader process for and purpose of requesting a
statewide mission.

Scope of statewide missions
Our first concern centers on the intended scope of statewide missions, as it appears that
SEMO's application is a fairly significant departure from existing practice. Our
comments can be placed into two categories: its focus on programs in specific academic
areas like computer science and cybersecurity, and its selection of two disparate fields of
focus. We reviewed some of the existing statewide missions to get a sense of the scope
and tone that has previously been the norm:

- Missouri State University's statewide mission in public affairs is centered around the high-level ideals of "educating persons to become responsible citizens and leaders." In order to do so, "the university must foster a community where all individuals are called upon to act and to respond to public affairs issues and to develop a sense of public spiritedness."[1]
- Truman State University's statewide mission focuses on offering "an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences."[2]
- The University of Central Missouri's mission is focused broadly on the dissemination of knowledge and the professional and applied sciences.[3]
- The University of Missouri System's mission is closely linked to its status as a land-grant university and Missouri's only public research and doctoral level institution.

By contrast, SEMO's application is narrowly focused, particularly when it comes to requesting a statewide mission in two specific academic areas: computer science and cybersecurity. We believe this may be problematic, because traditionally an institution's mission has been something that broadly influences the daily operations and values of the institution.

Another takeaway from existing statewide missions is that they tend to be a cohesive package, yet SEMO's proposed mission focuses on visual and performing arts on one hand and cybersecurity and computer science on the other, making it difficult to holistically weave both of those themes throughout the entire campus. This is a departure from precedent that may create incentives for institutions to apply for statewide missions in any number of specific programs. While this may increase efficiencies in some areas, it can also be harmful in situations in which multiple institutions will be needed to successfully meet statewide needs. These concerns were somewhat heightened by SEMO's response to the University of Missouri—St. Louis' (UMSL) proposal to offer cybersecurity programs in the St. Louis area, despite the fact that no institution will be able to meet significant demand on its own.

We believe this application could be greatly improved by hewing more closely to the precedent for statewide missions. This would include a statewide mission less narrowly focused on specific academic programs and with a more unified message.

Statewide missions as signaling tools
Granting a statewide mission to an institution influences both the public's perception of the relative quality of academic programs as well as institution's perception of their external environment. SEMO supports this conclusion when it points out that "a statewide mission in the requested areas … would only serve to enhance the stature of

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[1] Missouri State University Statewide Mission:
https://www.missouristate.edu/countdown/statewidemission.htm
[2] Truman State University Statewide Mission: https://www.truman.edu/about/mission-vision/mission-statement/
[3] University of Central Missouri Statewide Mission: https://www.ucmo.edu/about/university-mission-and-vision/index.php degree

these programs and aid in the continued promotion of Southeast Missouri State University." When a statewide mission is sufficiently broad, this is not particularly problematic. For example, while Missouri State's statewide mission in public affairs or the University of Central Missouri's mission in professional and applied sciences and dissemination of knowledge are certainly intended to promote those universities, they are also a communication of broader values from which students can make an educated choice.

This is not the case for SEMO's application, however. Because it focuses narrowly on specific academic programs, students may perceive this as meaning that SEMO's programs in the visual and performing arts or computer science are the best-in-state, even if this is not necessarily the case. A more rigorous analysis and comparison beyond what is required of this application process would be needed to discern this.

Broadly, our concern is that approving a statewide mission in these specific areas could be misleading and undermine students' ability to make accurate comparisons between the programs offered at different institutions across the state. That is, a student should not be given the impression that a program at a given school is superior to others simply because that institution applied for a statewide mission in that area.

The "unusual strength" standard.
Pursuant to RSMo §§173.030(9), an institution seeking a statewide mission must provide evidence that it "offers one or more programs of unusual strength which respond to a specific statewide need." While the statute provides some broad examples of the kinds of evidence an institution might use in attempting to make that case, there is a great deal of ambiguity around the terms "unusual strength" and what this means in practice. This is an important benchmark to define if we are to have a process for establishing statewide missions that is consistent and fair over time.

SEMO's application relies most heavily on the accreditation of its programs to establish the strength of the programs. Particularly with respect to computer science, however, SEMO's program is joined by Missouri State, University of Central Missouri, University of Missouri—Columbia, University of Missouri—Kansas City, and Missouri University of Science and Technology in having an ABET accredited program. Further, the UM System campuses have various national and international rankings with deep engagements with industry and government. For example, MU, S&T, and UMSL have initiated an extensive collaborative relationship with the National Geospatial-Intelligence Agency housed in St. Louis. In this case, would we consider SEMO's program to be unusually strong?

The same questions are raised with respect to retention rates. The application notes that 58.3 percent of students are retained in the Harrison College of Business and Computing, and that 56.5 percent of students are retained in the Department of Computer Science. These numbers are substantially lower than the retention rates for SEMO's visual and performing arts programs; how should this be considered when making judgement calls about unusual strength?

In closing, our intent with this letter is not to prevent SEMO from achieving a statewide mission. SEMO is doing important work in each of the fields it has identified, and we applaud and hope they will continue doing work in these areas. However, their application diverges from existing precedent with respect to statewide missions in some important ways. While the Coordinating Board may deem it necessary to change precedent, it is our intent with this letter to highlight some of the consequences of doing so that the board can make the most informed decision possible. We appreciate your consideration of the questions and concerns we have raised.

Sincerely,

Mun Y. Choi, Ph.D.
President

c: President Carlos Vargas, Southeast Missouri State University

Janet L. Gooch, Ph.D.
Executive Vice President for
Academic Affairs and Provost
660.785.4105
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STATE UNIVERSITY

Office of Academic Affairs
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June 28, 2019

Rusty Monhollon, PhD
Assistant Commissioner for Academic Affairs
Missouri Department of Higher Education
205 Jefferson St., 11th Floor, PO Box 1469
Jefferson City, MO 65101

RE: Southeast Missouri State University's Application for a Statewide Mission

Dear Dr. Monhollon:

I am writing today to express concerns about Southeast Missouri State University's (SEMO's) application for a statewide mission. While I applaud SEMO's work in developing its programming in the fields it has identified, I am concerned about the precedent of approving a statewide mission that is program focused. The controlling statute (RSMo §§ 173.030(9)) is mission-focused rather than program-focused. That is, the point of a mission is not to establish a statewide *advantage* for particular programs, but to represent the actualization and sustainability of a defining approach to the higher education experience that *pervades the institution's character*. Inherent in the approval of this application is a genuine risk that narrowly-focused statewide missions based upon perceived program strengths will result in institutions using them to indicate the state's endorsement of their programs as best, even where successful programs may flourish at other institutions in the state.
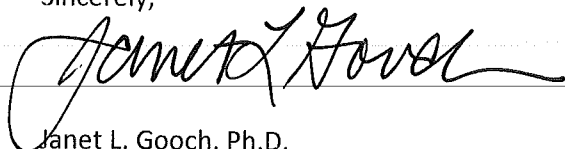
To be clear, it is not my argument that a Missouri institution – or even SEMO – could not have a visual and performing arts focus or a computer science and cybersecurity focus. However, at this stage, this seems aspirational for SEMO and not a realized mission change. The application articulates several wonderful steps that SEMO is already taking to connect these programs to other programs within the University, but the very fact that the application cannot yet articulate a firm strategy for a broader institutional integration of these pedagogies and perspectives into their broader curriculum underscores my concern. To use our experience as an illustration, Truman underwent significant reorganization to a highly selective, liberal arts and sciences focus <u>before</u> its statewide mission was granted by the State. The professional programs it retained were re-envisioned with a liberal arts foundation in mind as part of this process.

Each of our institutions has one or more programs of which we can be exceedingly proud. Having a stellar program is not the same as a defined mission. Initiatives such as MoExcels – which allows for the creation of "Centers of Excellence" – can probably do more to help actualize goals for program-specific enhancement and growth than can a broad mission change. At a time of increased scarcity of resources, increased competition for qualified students, and general increased sensitivity of our institutions to market shifts, the use of a statewide missions for the selective promotion of individual programs without a comprehensive strategy for institutional mission change risks an "arms race" in which state

institutions clamor to obtain a multitude of statewide missions in an effort to achieve competitive advantages. Such an outcome would be deleterious to enrollment at other institutions with similar programs while distorting future students' perception of the landscape of their educational choices.

I sincerely hope that SEMO continues to work on refining its mission, and I genuinely believe that it should continue evolving itself in ways that will make the entire institution distinctive. However, it is in neither SEMO's interest, nor in the broader interest of higher education in Missouri, to set the precedent of putting the cart before the horse on the mission change process.

Sincerely,

Janet L. Gooch, Ph.D.
Executive Vice President for Academic Affairs and Provost

NORTHWEST
MISSOURI STATE UNIVERSITY
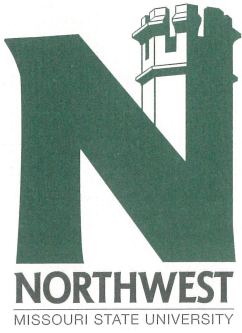
Office of the President

Dr. John Jasinski
143 Administration Building
660.562.1110 office
johnj@nwmissouri.edu

June 24, 2019

Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs
Missouri Department of Higher Education

Re: Southeast Missouri State University Request for a Statewide Mission

Dear Dr. Monhollon:

Thank you for the opportunity to address Southeast Missouri State University's (SEMO) request for a statewide mission in the visual and performing arts, computer science, and cybersecurity. We want to recognize the good work that SEMO has completed, but we feel strongly that there are some questions about the message that this might send if SEMO was recognized in this manner.

In regards to cybersecurity recently, many Missouri community colleges, colleges and universities have added and strengthened cybersecurity programs. This is because the demand for cybersecurity needs exist throughout the state and not in just one region of the state. Southeast has not adequately shown that they represent a cross-section of Missouri students. In fact, from the graph below, the southeast region of the state shows limited growth in this area, when compared to other portions of the state.

Employment of information security analysts, by area, May 2017

Employment
■ 30 - 50   ■ 60 - 130
■ 140 - 540   ■ 570 - 13,520
Blank areas indicate data not available.

Bureau of Labor Statistics (https://www.bls.gov/oes/2017/may/oes151122.htm)

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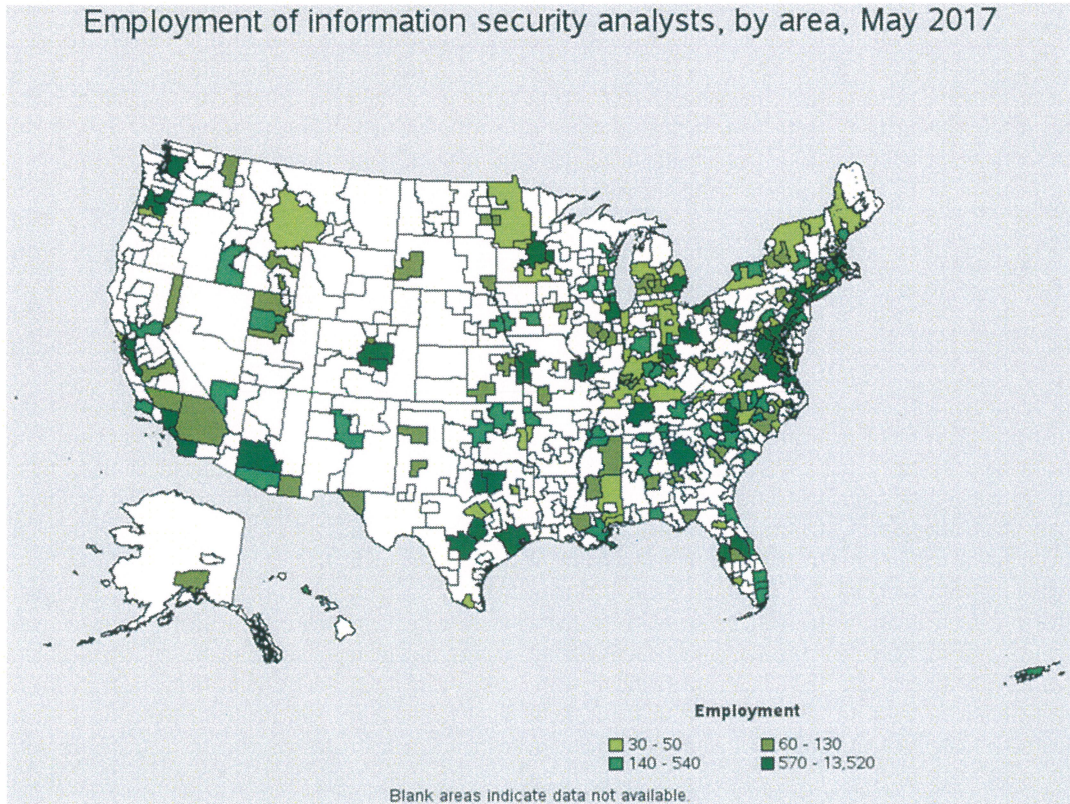
Southeast's mission is regional in nature. While they may have a very successful cybersecurity program, they appear to be attracting students primarily from St. Louis, Arkansas and Tennessee. Given the predicted state-wide demand for graduates in cybersecurity, the locations of those predicted positions, and the huge variety of specializations within cybersecurity, compared to the capacity and focus of any single university, it would seem that no specific school should be identified as holding a statewide mission in cybersecurity.

Therefore, Northwest's view is that many regional schools need to be offering cybersecurity programs and provide local opportunities for students to work through internships while they attend schools in their particular region. A single statewide designee cannot accommodate the enormous growth in this area. If SEMO receives a statewide designation, it will detract from efforts at other Missouri schools working to start regional programs and diminish the opportunity for workforce development in various regions in the state.

In regards to fine arts, a general observation is that a designation of a mission specific to fine arts is a significant departure from the broad mission emphases previously offered to various state institutions. Doing so carries the significant implication that those programs at Southeast Missouri State are not only excellent, but superior to other institutions in Missouri as the "primary" institution in those fields. This would potentially mislead students relative to their options in the state and have a detrimental impact on enrollment at other institutions that have equally excellent fine arts programs, and in some cases superior programs based on their current resources.

More specific observations:

- SEMO certainly has strong programs in the fine arts and particularly in theatre with their "conservatory" approach. We applaud them for that program as an asset to their region. However, across all of the fine arts programming, it is not reasonable to claim that any of the four-year institutions in the state are notably superior to the others to the extent that one could be offered the designation of superiority implied by singling those disciplines out in their mission. Doing so will come at the cost of other state programs, given the narrow focus of the designation sought by SEMO.

- Art, music, and theatre have so many sub-disciplinary areas of interest that to identify a regional institution that offers the full scope is problematic. The variety in concentrations of faculty and facilities throughout the state is a strength that balances the value of multiple state institutions. Granting a designation of "Primary Institution" inevitably devalues the other schools and creates an unequal playing field. This will negatively affect students across the state as they seek uniquely tailored pursuits that likewise benefit employers and communities.

- Programs throughout the state of Missouri have significant capital assets that serve their regions and should not be undermined. SEMO does have some fine facilities, but other institutions have equal and in some cases superior assets. Northwest, for example, has a three-dimensional sculpture and ceramics facility that has resources superior to SEMO and others. Likewise, other peers in the state have excellent facilities to which SEMO would aspire.

- While SEMO certainly has high quality faculty in all of the fine arts areas, the nature of those disciplines is such that the specific strengths of sub-discipline faculty vary across the state within music, art, and theatre. This affords students a choice of programs where they can make their selection based on the unique strengths of faculty at these institutions.

- The accreditations SEMO cites as rationale for mission designation are certainly a standard of quality, but it begs the question that if there are eight other institutions in Missouri that maintain the same accreditation in art, for example, what then makes SEMO distinctive and superior to those others. Northwest's accreditation through the National Association of Schools of Music, like all of our state peers who also have NASM accreditation, have met a set of standards that establish it as a quality program like those of our peers. They nonetheless all have unique strengths based on facilities, faculty, and community resources that make them each valuable regional resources.

- Fine arts programming across the state, and particularly at the regional state universities, devote a considerable percentage of their service to students in preparation for K-12 teaching. Regional institutions are a bedrock of quality teacher preparation since they serve regional school district needs, maintain close relationships with those schools that are mutually beneficial, and provide practicum and student teaching sites that are logistically viable for everyone. Since BFA, BS, and BSEd content curriculum overlaps significantly in these regional institutions it would be a disservice to students across the state to elevate one program over others with a specified mission and potential resource and recruiting benefits.

As stated above, we have great respect for SEMO and their programs, but it appears that the request for these specific programs that are shared by other state institutions might send the wrong message to future students and does not appear to be in line with the intent of institutions submitting specific statewide mission requests. Northwest believes that "Statewide Mission" in and of itself could perhaps be misleading, and the MDHE needs to exercise caution as these concerns arise.

Sincerely,

John Jasinski, Ph.D.
President

July 23, 2019

The Honorable Zora Mulligan
Commissioner
Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson, City, MO 65102

      Re: Statewide Mission

Dear Commissioner Mulligan,

      This correspondence is in response to our July 19, 2019 phone conversation wherein we discussed the comments received from Truman State University (Truman), Northwest Missouri State University (Northwest) and the University of Missouri System (the System) regarding Southeast Missouri State University's statewide mission application. During that conversation you mentioned that while a response was not necessary, we were welcome to submit one nonetheless. Therefore, this response will serve to provide brief comments reflecting on the notes submitted by the aforementioned institutions and the comments you personally shared with me. I will also address at the end, comments made by Senator Nodler at the June meeting regarding the potential for implications on the composition of Southeast's government board.

Institutional Comments

      Southeast appreciates the time that Truman, Northwest, and the System took to submit comments in response to our statewide mission application. However, we disagree with some of the points made. The below comments are just a few of the points I would like to address.

- Truman comments that the areas in which Southeast seeks a statewide mission do not permeate the entire institution's character. As you may recall from previous conversations we have had, there is nothing in the statutory language governing statewide missions that requires this. All that RSMo §173.030(9) requires is that an institution seeking a statewide mission "shall provide evidence to the coordinating board that they have the capacity to discharge successfully such a mission," which then the statute then goes on to list five areas of evidence the institution must satisfy. Southeast has demonstrated evidence in each of these areas. None of them require that the statewide mission permeate the entire institution's character. Thus, we disagree with Truman's comment and find it to be without merit.
- Northwest seems to take issue with the part of the application addressing cybersecurity. Specifically, in the notes you forwarded you state that "Northwest raises the point that the demand for cybersecurity is too high for one institution to accommodate." We do

not disagree. However, the same could be said for liberal arts (Truman), public affairs (Missouri State), global or international education (Missouri Southern), applied sciences and technologies (Central), and applied learning (Western). As I have publicly stated, and our materials note, nothing in our request should be viewed to prohibit other institutions from offering programs in the areas made the basis of our request. As such, we disagree with Northwest's comment and find it to be without merit.

- The System's comments tend to take issue more with the "process", or lack thereof, than substantive matters of our request. For example, you note that they "voiced concerns" regarding our interpretation of the term "unusual strength" found in § 173.030(9). Specifically, they take issue with our use of program accreditations as a measure of "unusual strength." However, "receipt of national, discipline-specific accreditation" is the first example of evidence cited in § 173.030(9)(b) that an institution can use to demonstrate "unusual strength." Another example of appropriate evidence is "receipt of independent certification", which we speak to as well in our proposal by discussing our designation as a NSA/DHS National Center of Academic Excellence in Cyber Defense Education. Our evidence simply responds to the guidance of the statute; therefore, we stand by the contention that our programs are of "unusual strength."

While we respect our colleagues, we disagree that the CBHE making a recommendation to endorse our request will set a dangerous precedent. As you know, there are only three institutions without a statewide mission, so we fail to fully understand this argument. Our application responded directly to the statutory criteria; and as such, we believe that the evidence submitted demonstrating compliance with the statute should be the only material considered when reviewing our request.

Comments Raised During Phone Conference

On Friday, July 19, 2019 you and I had a conference call to discuss the above referenced comments received in response to our request for a statewide mission. During that call, we discussed whether cybersecurity is a valid standalone field or something that should be considered a sub-set of computer science. I have heard similar comments asking "is cybersecurity an established field" and "is cybersecurity a fad and will it still be around in 5, 10, 20 years." Our research shows that cybersecurity has been a topic of interest with connected areas of study dating back potentially five or more decades. There is further evidence that cybersecurity as we know it today began developing its roots in the 1980s; and as an industry, one projection from the Colorado Technical University says there will be 3.5 million open positions in cybersecurity by 2021 alone. All of this seems to demonstrate that cybersecurity is not an emerging field nor is it a fad; but, rather, a valid standalone area of study.

Additional evidence that supports the likely tenure of cybersecurity is that the Accreditation Board for Engineering and Technology (ABET) recognized the need to establish

cybersecurity as a formal academic discipline and created new cyber-specific criteria, which resulted in the first ever accreditation for cybersecurity programs. ABET has been accrediting programs for more than eighty (80) years and accredited its first engineering programs in 1932. It helped established the Computing Sciences Accreditation Board in 1985; and today, across all of their disciplines, ABET accredits 4,005 programs at 793 colleges and universities in 32 countries. ABET's reasoning for establishing accreditation for cybersecurity – to recognize it as a formal academic discipline – supports the notion that cybersecurity can, and does, exist as a standalone program. Therefore, we dispute the argument that cybersecurity should be considered a sub-set of computer science, and we respectfully request that it be kept a part of our request.

Another area we discussed was the degree of impact and contribution the visual and performing arts have on Missouri's economy and workforce. To that end, I would direct your attention back to our application and the data from MERIC that shows jobs in the "hospitality and food service" career pathway, which includes arts-related careers, are projected to grow 8.6 percent, or 25,000 jobs, from 2016-2026. Further evidence from the Missouri Arts Council shows the importance of the arts to Missouri's economy. The Council's most recent report available online shows that during FY2015, the arts and culture industry in Missouri generated $1.039 billion and supported nearly 32,000 jobs. All of this demonstrates that the visual and performing arts do make meaningful contributions to Missouri's economy and its workforce. Therefore, we respectfully disagree that visual and performing arts should be removed from our request.

Governing Board Considerations

At the June CBHE Work Session, Senator Nodler made reference to possible implications on Southeast's governing board should the CBHE recommend a statewide mission, and the Legislature ultimately approve it. We agree with his observation. In support, §174.450 states that institutions with a statewide mission shall be governed by a Board of Governors. And while the statute outlines the number of Governors that shall comprise the Board, we take notice that almost every institution with a statewide mission is operating at different levels than listed. Thus, should the CBHE recommend Southeast for a statewide mission in the areas requested, we would engage in conversations with the Governor's Office prior to the 2020 Legislative Session to reach consensus on this topic. We have had preliminary conversations with them on this previously, simply noting that should the institution be approved for a statewide mission, likely changes to our Board will result. However, in acknowledgement of Senator Nodler's comments we will be proactive about this; and while recognizing governing boards fall under the purview of the Governor, we will work to include language that speaks to Board composition in the legislation we file to implement and authorize our statewide mission request.

In closing, let me reiterate some of the comments made in our application packet. A statewide mission in the requested areas – visual and performing arts, computer science and cybersecurity – would only serve to enhance the stature of these programs and aid in the continued promotion of Southeast Missouri State University and Missouri. As you know, there

is currently no other school with a statewide mission in these areas. As I have previously stated, Southeast is not asking for additional appropriations to support this request, and we are aware that other institutions in Missouri will not be prohibited from offering programs in the areas requested. As such, and having demonstrated evidence satisfying all of the criteria outlined in § 173.030(9), Southeast Missouri State University respectfully requests the Coordinating Board's endorsement of a statewide mission in the visual and performing arts, computer science, and cybersecurity.

We recognize the commitment that our colleagues at institutions across the state have to their students and the work they engage in on their campuses to ensure that their students are successful. However, we have the same responsibility to those we serve – a responsibility to ensure that we provide all possible opportunities for our students to succeed and make meaningful contributions to this workforce needs of the state. We feel that this application aids in the fulfillment of that duty.

Finally, I would be remiss not to mention our appreciation for the opportunity to engage in conversations with you and the Department on this topic over the last several months. Specifically, thank you for making time to meet with us either in person or via phone to discuss this matter; and for the opportunity you created for us to have dialogue with the CBHE about this at their June work session. We look forward to hearing any additional or new feedback the Coordinating Board may have, and we would welcome the opportunity to answer any further questions that may arise. If you have any questions about the contents of this letter, or wish to discuss it further, please do not hesitate to contact me directly at 573-651-2222 or via email at president@semo.edu.

Sincerely,

Carlos Vargas
President

CC: Mr. Douglas R. Kennedy, Chair, Coordinating Board for Higher Education
        The Honorable Kathy Swan, State Representative
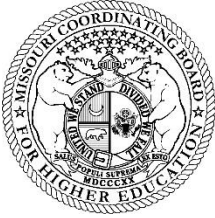
BACKGROUND

The Coordinating Board for Higher Education discharges its responsibility for coordinating, reviewing, and approving proposed new degree programs by the authority given in §§ 173.005 and 173.030, RSMo. At its June 8, 2017, meeting, the CBHE adopted a revised process for the review of new academic program proposals. This new process, prompted by recommendations from the Higher Education System Review Task Force, streamlined the review of academic program proposals and changes to existing academic programs to allow institutions more flexibility to meet workforce and student needs while also maintaining fidelity to their core missions.

The revised process as codified in administrative rule 6 CSR 10-4.010 Submission of Academic Information, Data and New Programs animates three levels of review: staff, routine, and comprehensive reviews. **Staff review** applies to minor program changes while **routine review** applies to proposed programs that fit clearly within an institution's CBHE-approved mission, do not unnecessarily duplicate existing programs, are offered at the institution's main campus or CBHE-approved off-site location, build on existing programs and faculty expertise, and can be launched with minimal expense to the institution.

A **comprehensive review** of a program is triggered by the presence of one or more of the following criteria:

- The institution will incur substantial costs to launch and sustain the program;
- The program includes offering degrees at the baccalaureate level or higher that fall within the Classification of Instructional Program (CIP) code of 14, Engineering;
- The program is outside an institution's CBHE-approved mission;
- The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions); or
- The program will include the offering of an education specialist degree.

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:

*"Community college course offerings shall generally lead to the granting of certificates, diplomas, or associate degrees, and may include baccalaureate degrees **only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level** or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, and the institution has the academic and financial capacity to offer the program in a high-quality manner.*

For proposals selected for comprehensive review, institutions are required to demonstrate that a good-faith effort was made to explore the feasibility of offering the program in collaboration with an institution already approved to offer the program, the program contributes substantially to the goals in the CBHE's *Blueprint for Higher Education,* the institution has the capacity to ensure the program is delivered in a high-quality manner, and there is a clear plan for how the proposed program will meet the articulated workforce need.

Preliminary proposals for comprehensive review are submitted to the CBHE by July 1 of each year and posted for public comment for 20 working days. Although this revised framework was adopted in 2017, this is the first year that proposals were received for consideration. The Coordinating Board will determine which proposals to move forward with and reach a decision at the September board meeting. Staff recommendations will ordinarily be made by February, with final consideration by the CBHE in March. Staff will work with institutions whose proposals are selected for a full comprehensive review to submit any additional materials.

The following proposals were received by July 1, 2019, for preliminary review and posted for public comment July 1-31, 2019:

- Lincoln University, Education Specialist, Clinical Mental Health Counseling
- Missouri State University, Doctorate of Defense and Strategic Studies
- St. Charles Community College, Bachelor of Applied Science in Occupational Therapy Assistant

CURRENT STATUS

Lincoln University

Lincoln University's proposal to offer the Education Specialist degree in Clinical Mental Health Counseling is an outgrowth of a change in licensure that will soon require counseling programs to move to 60 credit hours at the master's level to bring Missouri into alignment with other states. Lincoln University received no comments regarding its proposed program during the posted public comment period. Lincoln University currently offers an Education Specialist in Educational Leadership, and offering the education specialist degree is within the mission of the institution. However, administrative rule 6 CSR 10-4.010 identifies the education specialist degree as one trigger for the comprehensive review. Staff recommend moving the proposal forward to the next level of review.

Missouri State University

Missouri State University's proposal to offer a Doctorate of Defense and Strategic Studies is an expansion of their Defense and Strategic Studies graduate program. A letter from the University of Missouri was attached as part of the proposal, stating the university does not plan to offer this degree. Missouri State University received only one comment (Attachment A) during the comment period asking them to also examine the Mershon Center for International Strategic Studies and cross disciplinary work in national security policy. This comment was provided to the institution for review. Missouri State University already offers professional doctorates in nursing practice, physical therapy, and audiology, further supporting that this program is within the mission of the institution. However, administrative rule 6 CSR 10-4.010 identifies offering a doctorate as one trigger for the comprehensive review. Staff recommend moving the proposal forward to the next level of review.

St. Charles Community College

St. Charles Community College's proposal to offer the Bachelor of Applied Science in Occupational Therapy Assistant seeks to transition the institution's existing associate degree in OTA to a bachelor degree. As indicated above, §163.191, RSMo, provides additional criteria (Attachment B) that community colleges must meet to offer bachelor degrees. The MDHE received two comments about the proposal: one submitted on behalf of a majority of public university chief academic officers (Attachment C), and one from the University of Missouri System (Attachment D). The comments outlined concerns that St. Charles Community College had not met two statutory criteria (a change in the required level of education and that establishing collaboration with a university is not feasible). After review of the proposal submitted by St. Charles Community College, staff recommend that the proposal not move forward for comprehensive review because the statutory criteria have not been met.

RECOMMENDATION

Staff recommend that the CBHE move forward with comprehensive review of the proposals by Lincoln University to offer an Education Specialist Degree in Clinical Mental Health Counseling and by Missouri State University to offer a Doctorate of Defense and Strategic Studies. ~~Staff recommend that the CBHE not move forward with reviewing the proposal by St. Charles Community College to offer a Bachelor of Applied Science in Occupational Therapy Assistant in the comprehensive review cycle this year.~~ Amended September 9, 2019; Staff recommend that the CBHE defer action on the St. Charles Community College proposal to offer a Bachelor of Applied Science in Occupational Therapy Assistant until the December CBHE meeting.

ATTACHMENTS

    A. Comment: Missouri State University Doctorate in Defense and Strategic Studies

    B. Additional Criteria: St. Charles Community College Bachelor of Applied Science in OTA

    C. Comment: Four Year Joint Letter-St. Charles Community College Bachelor of Applied Science in OTA

    D. Comment: University of Missouri System Joint Letter-St. Charles Community College Bachelor of Applied Science in OTA

    E. Proposal: Lincoln University's Education Specialist in Clinical Mental Health Counseling Program

    F. Proposal: Missouri State University's Doctorate of Defense and Strategic Studies Program

    G. Proposal: St. Charles Community College's Bachelor of Applied Science in Occupational Therapy Assistant Program

From: mark luetkemeyer

Sent: Friday, July 5, 2019 2:38 PM

To: Missouri Department of Higher Education

Subject: Missouri State University Defense and Strategic studies

Hi,

Just wondering if anyone has looked at the Mershon Center for International Strategic Studies and cross disciplinary work in National Security Policy?

They have courses in military history, political science, law, etc to look at the area of study.

Thank you.

Mark Luetkemeyer

Tab 8 Attachment B
Additional Criteria--St. Charles Community College Bachelor of Applied Science in Occupational Therapy Assistant

St. Charles Community College
Bachelor of Applied Science in Occupational Therapy Assistant

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:	
The level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, AND	**Did not meet criterion.** In April 2019, the Accreditation Council for Occupational Therapy Education (ACOTE), an independent associated advisory council of the Executive Board of the American Occupational Therapy Association (AOTA), declined to make bachelor's degrees the sole entry-level credential for the profession and instead specifically indicated that both associate and bachelor's degree holders can enter the labor market. The Missouri Division of Professional Registration confirmed that associate and baccalaureate level OTA students will sit for the same licensing examination. 2018 Bureau of Labor Statistics data provided by ACOTE indicate that occupational therapy assistants need an associate degree from an accredited occupational therapy assistant program. ACOTE indicated nearly 70% of OTAs are employed in a hospital, long-term care facility, skilled nursing facility, or school. No indication was found that these work settings would increase salaries with a higher entry-level degree. They also indicated that a 2019 exploration of general job search platforms did not reveal specified degree levels as a requirement for most jobs, with the exception of those in academia.
When doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, AND	**Did not meet criterion.** Although there are no issues with duplication of the degree (it does not currently exist), there is insufficient evidence that collaboration with a university is not feasible or another approach would not be a viable means of meeting the needs of students and employers. Submitted documentation that a university did not offer a program that did not exists at the time of the conversation is not evidence that collaboration is not feasible.

The institution has the academic and financial capacity to offer the program in a high-quality manner.	**Meets criterion.**

Missouri Statewide 4-year Chief Academic Officers

Zora Mulligan
Commissioner, Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

July 31, 2019

Re: St. Charles Community College Bachelor of Applied Science in Occupational Therapy Assistant Degree Proposal

Dear Commissioner Mulligan,

Collectively, the Chief Academic Officers at the public four-year institutions in Missouri are writing in response to the request from St. Charles Community College (SCCC) to offer a bachelor's degree in Occupational Therapy Assistant (OTA). It is our strongly shared consensus that this proposal fails to meet the requirements of the recently adopted policy regarding the comprehensive review process, codified in RSMo 163.191. Two elements outlined in this rule and discussed below are of particular concern and thus, we must request that the proposal be removed from consideration.

The first element necessary for approval is a **change in the required level of education**. RSMo 163.191 states "Community college course offerings shall generally lead to the granting of certificates, diplomas, or associate degrees, and may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level…"

The accrediting body for OTA, the Accreditation Council for Occupational Therapy Education (ACOTE), recently added the option of accrediting bachelor's programs in OTA. However, they continue to accredit associates' programs and anticipate that they will continue this parallel/dual system for the foreseeable future. Thus, the minimum requirements for accreditation remain unchanged.

Furthermore, state licensure standards do not require the bachelor's degree. Rather, they simply require that the individual be a graduate of an ACOTE accredited program – which may be at either degree level. Thus, this degree proposal does not meet the first stipulation that there be a change in the required level of education.

The second element necessary for approval is that **collaboration with a university is not feasible** (RSMo 163.191). The University of Missouri has a strong track record of collaboration in the area of OTA education through the Missouri Health Professions Consortium (MHPC). While SCCC reached out to University of Missouri St. Louis in their planning process, it is unfortunate that they did not reach out to either the University of Missouri or Missouri State University about potential collaboration as both universities offer occupational therapy programs. It is our understanding that the University of Missouri stands ready to collaborate with SCCC on this new degree option, as they already have the qualified faculty and infrastructure in place to make such a collaboration financially viable.

We value the crucial and unique role played by our community college partners in our efforts to effectively and affordably educate students. We continue to work diligently to ensure that our work is aligned with theirs and look forward to finding ways to collaborate on this and other degree programs that address the needs of our state. We are "better together" and believe that collaboration will ultimately serve students best. Again, based on the fact that RSMo 163.191 was not adhered to with regards to this proposal from SCCC we respectively request that the proposal be removed from consideration.

Sincerely,

Phil Bridgmon
Provost, University of Central Missouri

Paula Carson
Provost and Vice President for Academic Affairs, Missouri Southern State University

Doug Davenport
Provost and Vice President for Academic Affairs, Missouri Western State University

Frank Einhellig
Provost, Missouri State University

Mike Godard
Provost, Southeast Missouri State University

Janet Gooch
Executive Vice President for Academic Affairs and Provost, Truman State University

Steve Graham
Associate Vice President for Academic Affairs, University of Missouri System

Jamie Hooyman
Provost, Northwest Missouri State University

John Jones
Provost and Vice President for Academic Affairs, Lincoln University

July 12, 2019

Zora Mulligan
Commissioner of Higher Education
Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

Re: St. Charles Community College (SCCC) Baccalaureate Degree Request

Dear Commissioner Mulligan,

Thank you for the opportunity to respond regarding St. Charles Community College's (SCCC) proposal to transition their current occupational therapy assistant (OTA) associate degree program to a bachelor's level program. Under current Missouri law community colleges are allowed to offer bachelor's degree programs if very specific conditions are met. Given our understanding of the statute, SCCC's proposal does not meet the identified conditions, and approving it would lower the bar in such a way that renders those conditions obsolete.

Condition 1: Changes in the required level of education

RSMo. § 163.191: "Community college course offerings … may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment increases to that level…"

RSMo. §163.191 specifies as one of the conditions that needs to be met in order for a community college to offer a bachelor's degree is that the "level of education required in a field for accreditation or licensure increases to the baccalaureate degree level…"   As it relates to SCCC's proposal no such requirement exists. Since 2008 the professional accrediting body for occupational therapy (OT) education, the Accreditation Council for Occupational Therapy Education (ACOTE), has required all OTA programs in the United States to be at the associate's degree level. As the profession of OT has expanded and matured so have the standards for OTA education. To accommodate the increasing complexity and prevalence of OT services, ACOTE voted in August 2015 to begin the process of accrediting OTA programs at both the associate and bachelor's degree levels; however, this does not prevent associate programs from acquiring ACOTE accreditation. In fact, ACOTE has now stated that it is its intention to continue accrediting both degree levels for some time. At the state level, Missouri licensure requirements for OTAs state that a graduate of any ACOTE accredited program—including associate and bachelor's programs—can apply for a license as an OTA.

Tab 8 Attachment B
Additional Criteria--St. Charles Community College Bachelor of Applied Science in Occupational Therapy Assistant

St. Charles Community College
Bachelor of Applied Science in Occupational Therapy Assistant

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The institution has the academic and financial capacity to offer the program in a high-quality manner.	**Meets criterion.**

Coordinating Board for Higher Education
Tab 8, Attachment B: Additional Criteria-**St. Charles Community College Bachelor of Applied Science in Occupational Therapy Assistant**
September 11, 2019 | Page 2

Missouri Statewide 4-year Chief Academic Officers

Zora Mulligan
Commissioner, Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

July 31, 2019

Re: St. Charles Community College Bachelor of Applied Science in Occupational Therapy Assistant Degree Proposal

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July 12, 2019

Zora Mulligan
Commissioner of Higher Education
Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

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It is possible that, in a future state, ACOTE will decide to move to a single point of entry and only accredit bachelor's degree OTA programs. However, even if this decision were made tomorrow, there would be at minimum a 10-15 year phase-in period, consistent with every previous degree change there has been in the profession. In summary, there are currently no accreditation or licensure requirements for OTA's to hold a bachelor's degree, and that is unlikely to change in the near future.

Condition 2: Lack of collaborating four-year institutions

RSMo. § 163.191: "Community college course offerings … may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances … [when] collaboration with a university is not feasible…"

Another stipulation in specified in the statute is that "collaboration with a university is not feasible …" The University of Missouri has a strong history of collaboration with community colleges in the state of Missouri regarding OTA education. The Missouri Health Professions Consortium (MHPC) has been in existence for many years at the University of Missouri and has offered an OTA associate's degree program to a consortium of six community colleges serving communities as far north as North Central Missouri College in Trenton and as far south as Three Rivers College in Popular Bluff. MHPC provides clear demonstration that collaboration between University of Missouri and community colleges in the state is feasible, specifically around OTA education.

Additionally, while no bachelor's level OTA program currently offered in the state, this is not for a lack of interest. Rather, ACOTE accreditation standards were just approved in the fall of 2018 and academic programs were able to begin submitting letters of intent to the organization to offer bachelor's OTA programs in January 2019. Four-year institutions should be afforded the opportunity to adapt to these very recent changes in professional standards. The University of Missouri currently has been working on a proposal for an OTA bachelor's degree, which is currently under review by the Provost's office. We have also submitted our letter of intent to ACOTE to establish this program. We have specifically described plans for community college collaboration, including but not limited to developing a pathway for community college transfers, exploring distance learning opportunities, and potentially establishing satellite programs on community college campuses.

Furthermore, while it is our strong intent to collaborate with community colleges related to offering our bachelor's OTA degree, SCCC has not reached out to us about a collaboration. To our understanding of the statute, SCCC should be required to reach out to four-year institutions that currently have the capacity to offer the bachelor's degree.

In its proposal, SCCC argues that since they are a transitioning program they can bypass the waitlist for ACOTE accreditation which would allow them to start a program quicker. While this is true ACOTE is voting on a new policy in July 2019 that would allow any existing OT program, which would include University of Missouri, that is applying for candidacy to start a bachelor's OTA program to also bypass this waitlist. This would allow University of Missouri to have a program in place as quickly if not quicker than SCCC. It is our strong intent to collaborate with community colleges related to offering our bachelor's OTA degree however SCCC has not reached out to us about collaboration with this program which to our understanding is required by §163.191.

Thank you again for the opportunity to respond. Please let me know if you have other questions or would like to discuss further. We are looking forward to continuing our development of the bachelor's OTA program and working collaboratively with the community colleges to offer this degree.

Best wishes,

Mun Y. Choi, Ph.D.
President of the University of Missouri System

Alexander Cartright, Ph.D.
Chancellor of the University of Missouri—Columbia

Kristofer Hagglund, Ph.D.
Dean, School of Health Professions
University of Missouri—Columbia

Timothy J. Wolf, Ph.D.
Associate Professor and Chair
Department of Occupational Therapy, School of Health Professions
University of Missouri—Columbia

MDHE
Missouri Department of Higher Education
Building Missouri's future...
by degrees

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

Sponsoring Institution: Lincoln University

Program Title: Education

Degree/Certificate: EDSp-Education Specialist   If other, please list: _____

Options: Clinical Mental Health Counseling

Delivery Site(s): Main Campus

CIP Classification: 131101

CIP Code can be cross-referenced with programs offered in your region on MDHE's program inventory.
Click here for link to NCES CIP site.

Implementation Date 01/19   *please use MM/YY date format.*

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

If yes, is the new off-site location within your institution's current CBHE-approved service region? Yes ☐

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

Is this a collaborative program? Yes ☐ No ☒ *If yes, please complete the collaborative programs form on page 6.*

CERTIFICATIONS:

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

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

☒ The program builds upon existing programs and faculty expertise.

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

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

AUTHORIZATION:

Jerald Jones Woolfolk, PhD, President

_____   _____   8/28/18
Name/Title of Institutional Officer   Signature   Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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

If you need more than one line of text to answer questions 1–5, please attach a Word .doc.

1. **Student Preparation**

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

   > Master's degree in Counseling or Closely Related Field

   • Characteristics of a specific population to be served, if applicable.

   > Those seeking MO LPC license, to enhance knowledge in the field, to increase chances of promotion & increase pay

2. **Faculty Characteristics**

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

   > Doctoral Degree in Counseling or Closely Related Field

   • Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

   > 67% Full Time Faculty

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

   > Attend relevant conferences & trainings - eg: American Counseling Association, National Board of Certified Counselors

3. **Enrollment Projections**

   • Student FTE majoring in program by the end of five years.

   > 40 students - 8 per year

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

   > 50% Full Time, 50% Part-time

2

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
FULL TIME	3	4	5	5	5
PART TIME	4	4	4	4	4
TOTAL	7	8	9	9	9

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

8 students per year

   - Special skills specific to the program.

Counseling

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

90%

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

100%

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

90%

   - Transfer rates, continuous study.

0% transfer (only program available in region)

5. **Program Accreditation**
   - Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide a rationale

No specialized accreditation needed for this degree (other than Higher Learning Commission)

3

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205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635   7/2017

6. Program Structure

A. Total credits required for graduation: 30 _____

B. Residency requirements, if any: _____

C. General education: Total credits: N/A _____

Courses (specific courses OR distribution area and credits)

Course Number	Credits	Course Title

D. Major requirements: Total credits: 18 _____

Course Number	Credits	Course Title
EDU 680	3	Research I
EDU 683	3	Neuroscience for Counselors
EDU 686	3	Diagnosis
EDU 678	3	Advanced Counseling Theory
EDU 687	6	Counseling Internship

4

E. Free elective credits: <u>12</u>
(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience: <u>Internship</u>

G. Any unique features such as interdepartmental cooperation: <u>Coordination with M.Ed., Counseling program</u>

7. Need/Demand

☒ Student demand

☒ Market demand

☒ Societal need

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

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

5

COLLABORATIVE PROGRAMS

Sponsoring Institution One: _____

Sponsoring Institution Two: _____

Other Collaborative Institutions: _____

Length of Agreement: _____

If you need more than two lines of text to answer questions 1–5, please attach a word .doc.

1. Which institution (s) will have degree-granting authority?

```
[                                                              ]
```

2. Which institution (s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?

```
[                                                              ]
```

3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

```
[                                                              ]
```

4. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

```
[                                                              ]
```

5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

```
[                                                              ]
```

6

Memorandum

TO: Jerald Jones Woolfolk, PhD
        President

THRU: Debra Greene, Ph.D.
        Vice President Academic Affairs

THRU: James Kern, Ph.D.
        Dean, School of Education

From: Rhonda Wood, Ph.D.; Professor of Education

Date: 6/13/2018

Re: Changes to M.Ed., Counseling programs

The School of Education is proposing an additional degree program. Specifically, we are proposing the addition of an EdS, Clinical Mental Health Counseling degree program.

Currently, individuals with Master's degrees in Counseling, Psychology, or Sociology who graduated with 42 or fewer credit hours do not have a clear path to licensure in Missouri. The new EdS program has been designed to address the need for these individuals to be able to obtain a license in Missouri.

An informal, qualitative survey was done by contacting relevant employers in the Mid-Missouri area to ascertain the value of an individual obtaining an EdS in Clinical Mental Health Counseling. Results suggest that, although the higher degree would not initially allow the institution to bill more per clinical hour than for an LPC with a Master's degree, the higher degree (EdS) would expedite the individual's chances for promotion into a supervisory position. This, in turn, would allow the individual with the EdS to more quickly move up the pay scale.

A second, more formal survey was completed by contacting current students in Counseling, Psychology, and Criminal Justice and practitioners currently employed in the Mental Health and School Counseling positions in Mid-Missouri. These individuals were asked to complete a short questionnaire to determine the need for and interest in Lincoln University offering an EdS in Clinical Mental Health Counseling. We received 64 responses. Of those 64,

the majority (59%) were School Counselors. 18 respondents (28%) viewed obtaining the new degree as a means to obtain licensure and 23 (36%) indicated it would allow them to learn more about the profession of counseling. 15 (23%) suggested it would provide a means to advance in their current position and/or increase the level of pay they would be entitled to. The clear majority of respondents assessed their level of interest in obtaining the new EdS degree as "Very Interested" (n=20, 31%) or "Somewhat Interested" (n=22, 34%). These results support the feasibility of the new program.

In addition, according to current requirements for Licensed Professional Counselors in Missouri are, for Master's level practitioners, at least 2 years and 3000 hours of post-degree supervised counseling experience in order to be fully licensed to practice independently. However, for a practitioner with an EdS or PhD, the requirements are cut to at least 1 year and 1500 hours of post-degree supervised counseling experience. Thus, the new degree program, in addition to providing a path toward licensure, also shortens the time necessary prior to full licensure.

If you have any further questions, please let me know.

Memorandum

TO: James Kern, Ph.D.
       Dean, School of Education

From: Rhonda Wood, Ph.D.; Professor of Education

Date: 6/20/2018

Re: EdSp, Clinical Mental Health Counseling Degree Program

Enclosed, please find the original forms submitted to Dr. Greene and the additional information requested on June 18, 2018.

I attempted to respond to each item requested. However, if I missed anything, please let me know.

1

COURSES

Required Courses:

EDU 678 Advanced Counseling Theory. Building on the overview of theory provided in the Counseling Theories and Techniques course, students will identify 2-3 counseling theories they wish to examine in more depth. Emphasis will be placed on understanding the philosophical foundation of the theory, the research evidence supporting the theory's use in specific contexts and with various populations.

EDU 680 Research I- A study of counselors' roles as a member of interdisciplinary intra- and extra-organizational, formal and informal systems that influence the development and treatment of addictions, including ethical practices of case management in referrals and service provision.

EDU 683 Neuroscience for Counselors- Examination of basic brain structures and their role in emotional and behavioral wellness. Application of the research on brain functioning to counseling will be emphasized.

EDU 686 DSM Diagnosis- Using the DSM for diagnosing and treating mental/behavioral disorders. Emphasis placed on accurately assessing clients to determine appropriate DSM diagnosis and writing Diagnostic Reports.

EDU 687 Counseling Internship- Supervised counseling experience in an approved counseling setting. Emphasis placed on integration of knowledge, skills, and understanding of counseling processes, diagnosis, and report writing.

Elective Courses:

EDU 677 Crisis, Trauma and Grief Counseling- An in-depth review of the experience of crisis, trauma, and grief and counseling interventions to support recovery. Includes a look at the social impact of crisis and systemic approaches to responding to both natural disasters and non-natural crises events.

EDU 679 Mental Health Assessment- Application of theories and ethical principles in the practice of appraisal while learning to use instruments for mental health assessment.

EDU 681 – Developmental Counseling- This course is an advanced application of developmental theories in clinical mental health counseling. Emphasis will be placed on application of theory to conceptualization of normal/abnormal development of counseling clients and planning interventions for those with developmental concerns.

EDU 682 Social/Cultural Issues in Counseling- Exploration of current social/cultural issues as they apply to counseling clients from diverse populations. Focus on development of advocacy project for social change to benefit the mental health of clients.

EDU 684 Counseling Supervision- Students will understand various models and theories of supervision, identify the supervisory style that is most closely associated with their own approach,

and apply supervisory theory and ethical principles of supervision to their role as counselors, supervisors, and gatekeepers of the counseling profession.

EDU 688 Counseling Internship II- Supervised counseling experience in an approved counseling setting. Emphasis placed on diagnosis and report writing.

EDU 690 Research II- Students will use the literature review and research question developed in EDU 680 Research I and apply research methodology to produce a research article that can be submitted for publication in a research journal.

ROTATION

Every effort will be made to offer at least 2 required courses during each 12-week term. If courses during the summer cannot be 12-week courses, adjustments will need to be made to course offerings. Electives for the EdSp program will be offered on a rotating schedule, in accordance to the course offerings of their "companion" M.Ed. courses (see below).

With the exception of one course (EDU 6 , Neuroscience for Counselors), the courses for the EdSp, Clinical Mental Health Counseling have "companion" courses in the M.Ed., Counseling programs. Thus, until class sizes suggest otherwise, courses for the various programs will be coordinated so that the EdSp and M.Ed. courses can be taught simultaneously, negating the need for additional faculty.

.LICENSURE REQUIREMENTS

Title 20 of the Missouri Code of State Regulations provides the rules concerning Licensed Professional Counselor status. This can be found at https://pr.mo.gov/boards/counselors/31461.pdf.

Educational Requirements:
Chapter 2 of the above covers the requirements for initial licensure. 20 CSR 2095-2.010 "Educational Requirements" provides an in-depth list of the educational requirements (master's, educational specialist, doctoral degree program), including number of semester (or quarter) hours (for the master's degree) and specific areas that must be covered (see below). Although the current regulations call for a minimum of 48 semester hours at the master's level, this is changing to 60 credit hours to bring Missouri into alignment with other states.   Lincoln University's M.Ed., Counseling, Community/Agency Counseling, program has been adjusted to fit the new requirements so that our graduates do not find themselves at a disadvantage.

Unfortunately, this new requirement will put School Counseling and Addiction Counseling graduates at a distinct disadvantage. Both programs are currently 42 credit hours and do not include one key area (Diagnosis). Thus, these students will be required to take additional coursework in order to meet the educational requirement for licensure in Missouri. And, after a "grand-mothering" period of time, they may find their paths to licensure blocked by the educational requirements of a 60 credit hour degree. Since, many School and Addiction counselors pursue their professional counseling license as part of their "retirement" or "burnout" planning, it seems prudent to ensure them a viable means for obtaining their license.

Specific Educational Requirements for Licensure:
As noted above, 20 CSR 2095-2.010 "Educational Requirements" provides an in-depth list of the educational requirements for becoming a Licensed Professional Counselor in Missouri. Coursework in the following core areas are required:

1. Counseling Theory
2. Human Growth and Development
3. Social/Cultural Diversity
4. Helping Relationships
5. Group Counseling
6. Career Development
7. Appraisal
8. Research methods
9. Professional Orientation
10. Diagnosis

Supervised Experience Requirements:
20 CSR 2095-2.020 "Supervised Counseling Experience" provides the specific post-degree requirements potential LPCs must follow in order to obtain full licensure. A person graduating with a Master's degree must obtain a total of 3000 hours and a minimum of 2 years of post-degree supervised counseling experience. At no point prior to the 2 year minimum can the individual be fully licensed. However, an individual graduating with an Educational Specialist or Doctoral degree must obtain a total of 1500 hours and a minimum of 1 year of post-degree supervised counseling experience, essentially cutting their post-degree experience requirement in half.

Thus, although School and Addiction counselors will, for a time, be able to take more courses to meet the licensure requirements, they will still have to complete the 2-year post-degree experience requirement. However, providing them with an EdSp degree, they can benefit from the reduced time requirement.

Process for Licensure:
After graduation, a prospective LPC must "Register Supervision" with the Committee for professional Counselors. This entails obtaining an approved supervisor and a placement at an approved site. *This is often the supervisee's place of employment.*

The key piece of information is that they must have a Master's degree to begin this process. So long as they have a master's degree, and have completed the required coursework in Counseling Theory (see above), they can begin the process of the accruing hours for their supervised experience requirement while also completing the remaining coursework. Thus, since an applicant with a Master's degree from a Counseling program (School, Addiction, Mental Health, etc.) will have had such a course, they could begin accruing post-degree supervision experience while simultaneously completing the EdSp. Clinical Mental Health Counseling degree program. This possibility opens the way for them to be fully licensed upon graduating with the EdSp degree.

UNIVERSE OF STUDENTS

As can be seen above, by providing an advanced degree program for School and Addiction Counseling graduates, we will be trimming their post-degree supervised counseling experience requirement. However, other individuals with non-counseling degrees can also be allowed a path to counseling licensure.

Applicants will be required to have a master's degree in Counseling or a related field. Thus, a master's degree in Psychology, Human Resources, Social Work, Criminal Justice, etc. would all be considered for admission to the EdSp, Clinical Mental Health Counseling program. However, applicants who do not have a degree in Counseling might have to take additional coursework to fulfill the educational requirements for licensure (see above).

VALUE OF EDSP, CLINICAL MENTAL HEALTH COUNSELING DEGREE

As noted throughout, the EdSp, Clinical Mental Health Counseling degree program will provide a path toward counseling licensure for individuals who might otherwise not meet the educational requirements. In particular, the program has been designed to assist School and Addiction Counselors in obtaining licensure. As noted above, by earning a degree beyond their master's degree, these individuals would also shorten the length of post-degree experience necessary to be fully licensed.

However, the EdSp program would also allow other professionals with advanced degrees from other related fields to work toward fulfilling the educational requirements. These individuals may need to take additional courses in order to fulfill these requirements. These additional courses will be available either as electives in the EdSp program or as M.Ed., courses. In this way, we can ensure the educational requirements are met.

Besides the obvious target of obtaining licensure, the EdSp, Clinical Mental health degree would assist current School and Addiction Counselors in career advancement. For School Counselors, this additional degree would allow them to move up the pay scale in the public school system, and for Addiction Counselors, this additional degree would provide them with an expedited means for advancement to supervisory positions.

COMPETITION

Currently, the only other EdSp program in Missouri that would be similar to the EdSp, Clinical Mental Health Counseling program is University of Missouri's EdSp, Counseling Psychology program. However, the University of Missouri will be phasing out their EdSp, Counseling Psychology degree program within the next two years. They are doing this in order to consolidate resources in their Ph.D. in Counselor Education and Supervision program. This presents both an opening for the EdSp, Mental Health Counseling degree and a potential partnership opportunity between University of Missouri and Lincoln University.

Survey for Counselors
Lincoln University

Lincoln University is planning an expansion of the Master of Education, Counseling program to include an Education Specialist (Ed.S.) degree in Clinical Mental Health Counseling. An Ed.S. degree would be above the level of Masters degree, but not meet the requirements of a doctoral level degree. We are exploring the interest of current providers of mental health care as part of our planning process. Please take a moment to complete this survey. Your responses will be anonymous. The planning team will enter your responses into a data analysis tool to analyze the overall level of interest in offering this educational opportunity.

1. I am:
    a. A certified school counselor
    b. A student in a school counseling program planning for certification
    c. A licensed professional counselor
    d. A student in a counselor education program planning for licensure
    e. A certified substance abuse counselor
    f. A counselor-in-training/provisional licensed professional counselor
    g. Qualified Mental Health Professional
    h. Licensed Clinical Social Worker
    i. Other (Please describe): _____

2. My graduate degree or the graduate degree I am working toward is in:
    a. School Counseling
    b. Mental Health Counseling
    c. Psychology
    d. Social Work
    e. Criminal Justice
    f. Other (Please describe): _____

3. Furthering my education would benefit me in the following ways:
    a. Obtain licensure as a professional counselor
    b. Further my knowledge in the field of counseling
    c. Increase prestige in the counseling profession
    d. Increase my opportunities for promotion
    e. Increase my pay scale at work
    f. Other (Please describe): _____

4. My level of interest in furthering my education by earning an Ed.S. degree is:

    a. Very Interested
    b. Somewhat Interested
    c. Not Interested
    d. I'm not sure

<p align="center">Survey for Counselors
Lincoln University</p>

Lincoln University is planning an expansion of the Master of Education, Counseling program to include an Education Specialist (Ed.S.) degree in Clinical Mental Health Counseling. An Ed.S. degree would be above the level of Masters degree, but not meet the requirements of a doctoral level degree. We are exploring the interest of current providers of mental health care as part of our planning process. Please take a moment to complete this survey. Your responses will be anonymous. The planning team will enter your responses into a data analysis tool to analyze the overall level of interest in offering this educational opportunity.

66 Total Respondents total as of 4/30/2018, 64 completed surveys

1. I am:
   a. 39 respondents   59%   A certified school counselor
   b. 7 respondents   11%   A student in a school counseling program planning
      for certification
   c. 6 respondents   9%   A licensed professional counselor
   d. 7 respondents   11%   A student in a counselor education program
      planning for licensure
   e. 0 respondents   0%   A certified substance abuse counselor
   f. 0 respondents   0%   A counselor-in-training/provisional licensed
      professional counselor
   g. 1 respondents   2 %   Qualified Mental Health Professional
   h. 1 respondents   2%   Licensed Clinical Social Worker
   i. 5 respondents   8%   Other (Please describe):
      i. M.Ed., MSW
      ii. LPC & K-12 Career Certified school counselor
      iii. Credentialing specialist
      iv. Certified School counselor and LPC
      v. LCSW and QMHP; soon to be ICMHS

2. My graduate degree or the graduate degree I am working toward is in:
   a. 43 respondents   68%   School Counseling
   b. 10 respondents   16%   Mental Health Counseling
   c. 0 respondents   0%   Psychology
   d. 3 respondents   5%   Social Work
   e. 0 respondents   0%   Criminal Justice
   f. 7 respondents   11%   Other (Please describe):
      i. Both school counseling, master social work
      ii. School and Mental Health Counseling
      iii. 2nd Certification—Secondary
      iv. School counseling
      v. MA & Ed.S. in Counseling Psychology. I'm glad I received my Ed.S., but it has never benefitted me financially as not recognized as anything beyond a masters.

      vi. Counseling
     vii. Agency Counseling

3. Furthering my education would benefit me in the following ways:
    a. 18 respondents   28%   Obtain licensure as a professional counselor
    b. 23 respondents   36%   Further my knowledge in the field of counseling
    c. 0 respondents   0%   Increase prestige in the counseling profession
    d. 5 respondents   8%   Increase my opportunities for promotion
    e. 10 respondents   16%   Increase my pay scale at work
    f. 8 respondents   12%   Other (Please describe):
        i. I just got my specialist degree in administration
        ii. I already have a Ed.S. in Counselor Education. I obtained this degree for opportunities for promotion.
        iii. Increase my pay scale at work, further my knowledge in the field of counseling
        iv. Play Therapy is an area I had to pursue outside the central region as minimal offered
        v. Not interested in further my education in this way
        vi. Further my knowledge, increase prestige, increase promotion opportunities, increase pay scale
        vii. Obtain licensure as an LPC, further my knowledge, and increase my pay.
        viii. All of the above

4. My level of interest in furthering my education by earning an Ed.S. degree is:

    a. 20 respondents   31%   Very Interested
    b. 22 respondents   34%   Somewhat Interested
    c. 15 respondents   23%   Not Interested*
    d. 7 respondents   11%   I'm not sure

*2 respondents indicated they already had an Ed.S. degree. 1 sent a comment to the survey organizer: "The only reason I responded 'not interested' is because I already have a Specialist's Degree in Admin., but had this been available prior I would have considered it."

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

   Date: April 20, 2018

   Department Code: EDU

2. Course Number and Title: EDU 677 Crisis, Trauma and Grief Counseling

   Abbreviation of Title (19 characters): Crisis Counseling

3. Term(s) offered: As Necessary

4. Credit Hours: 3

   If credit is variable, specify the minimum and maximum number in a term:

   If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

   Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

   Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): An in depth review of the experience of crisis, trauma, and grief and counseling interventions to support recovery. Includes a look at the social impact of crisis and systemic approaches to responding to both natural disasters and non-natural crises events.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff/Adjunct

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

For whom?

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

In principle, all requests for new courses or permanent changes in existing courses should be reviewed by other departments or colleges that are significantly affected. Comments by these units are to be forwarded to the initiating unit for its consideration in re-evaluating the request and to the Graduate Council to assist in rendering a decision.

It is incumbent on the academic unit proposing a new course to avoid conflict or confusion in the use of language in the title and course description. Where significant reason exists to use language which may result in confusion with programs of other units, the units involved should be consulted in an attempt to develop acceptable language. Where conflicts remain unresolved, the Graduate Council will render a decision.

		Yes	No

_____   Date

Department Head

_____   08/24/2018   (Yes)   No
College Dean   Date

Roger L. Juengmeyer   7 Sept. 2018   (Yes)   No
Graduate Council   Date

Debra F. She___   9-7-18   Yes   No
Dean of Graduate Studies   Date

_____   09/11/18   Yes   No
Provost and Vice President for Academic Affairs   Date

_____   9/15/18   Yes   No
President   Date

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 678 Advanced Counseling Theory

Abbreviation of Title (19 characters): Crisis Counseling

3. Term(s) offered: As Necessary

4. Credit Hours: 3

If credit is variable, specify the minimum and maximum number in a term:

If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Building on the overview of theory provided in the Counseling Theories and Techniques course, students will identify 2-3 counseling theories they wish to examine in more depth. Emphasis will be placed on understanding the philosophical foundation of the theory, the research evidence supporting the theory's use in specific contexts and with various populations.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given:

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $ _____

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

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It is incumbent on the academic unit proposing a new course to avoid conflict or confusion in the use of language in the title and course description. Where significant reason exists to use language which may result in confusion with programs of other units, the units involved should be consulted in an attempt to develop acceptable language. Where conflicts remain unresolved, the Graduate Council will render a decision.

		Yes	No
_____ Department Head	Date		
_M. Auy_____ College Dean	08/04/2008 Date	(Yes)	No
_Roger L. Jungmeyer_____ Graduate Council	7 Sept 2018 Date	(Yes)	No
_Debra F. Greene_____ Dean of Graduate Studies	9/7/18 Date	(Yes)	No
_____		Yes	No

Provost and Vice President for Academic Affairs   Date

_____   09/14/18

Vice President and Provost Academic Affairs   Date   Yes   No

_____   9/15/18

President   Date   Yes   No

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018   Date: April 20, 2018

   Department Code: EDU

2. Course Number and Title: EDU 679 Mental Health Assessment

   Abbreviation of Title (19 characters): MH Assessment

3. Term(s) offered: As Necessary

4. Credit Hours: 3

   If credit is variable, specify the minimum and maximum number in a term:

   If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

   Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

   Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Application of theories and ethical principles in the practice of appraisal while learning to use instruments for mental health assessment.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff/Adjunct

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

For whom?

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee?   Yes If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

In principle, all requests for new courses or permanent changes in existing courses should be reviewed by other departments or colleges that are significantly affected. Comments by these units are to be forwarded to the initiating unit for its consideration in re-evaluating the request and to the Graduate Council to assist in rendering a decision.

It is incumbent on the academic unit proposing a new course to avoid conflict or confusion in the use of language in the title and course description. Where significant reason exists to use language which may result in confusion with programs of other units, the units involved should be consulted in an attempt to develop acceptable language. Where conflicts remain unresolved, the Graduate Council will render a decision.

	Yes	No

_____
Department Head   Date

M. Aey

_____
College Dean   Date   (Yes)   No

08/24/2018

Roger L. Juengmeyer   7 Sept 2018   (Yes)   No
_____
Graduate Council   Date

Debra F. Greene   9/7/18   (Yes)   No
_____
Dean of Graduate Studies   Date

_____   09/11/18   (Yes)   No
Provost and Vice President for Academic Affairs   Date

_____   9/15/18   (Yes)   No
President   Date

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018   Date: April 20, 2018

   Department Code: EDU

2. Course Number and Title: EDU 680 Research I

   Abbreviation of Title (19 characters): Research I

3. Term(s) offered: As Necessary

4. Credit Hours: 3

   If credit is variable, specify the minimum and maximum number in a term:

   If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

   Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

   Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): This course is a fundamental course in understanding how research methodology is applied. Students will understand the process of research including literature review, developing a research problem, developing a research question, choosing a research methodology, appropriate sampling procedures, data collection, and data analysis in both qualitative and quantitative methodologies. Students will develop critical thinking skills to assess research on validity and reliability. Students will complete the course having created a literature review on a counseling topic of their interest.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood/Adjunct

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

    For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

    Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

    Approximate cost(s):

16. Will additional library materials be required? No

    Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

In principle, all requests for new courses or permanent changes in existing courses should be reviewed by other departments or colleges that are significantly affected. Comments by these units are to be forwarded to the initiating unit for its consideration in re-evaluating the request and to the Graduate Council to assist in rendering a decision.

It is incumbent on the academic unit proposing a new course to avoid conflict or confusion in the use of language in the title and course description. Where significant reason exists to use language which may result in confusion with programs of other units, the units involved should be consulted in an attempt to develop acceptable language. Where conflicts remain unresolved, the Graduate Council will render a decision.

		Yes	No
Department Head	Date		
College Dean	Date	(Yes)	No
Roger L. Jungmeyer	7 Sept. 2018	(Yes)	No
Graduate Council	Date		
Debra F. Greene	9/7/18	(Yes)	No
Dean of Graduate Studies	Date		
Provost and Vice President for Academic Affairs	09/11/18 Date	(Yes)	No
President	9/15/18 Date	Yes	No

College Dean date: 08/24/2018 (Yes) No

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

   Date: April 20, 2018

   Department Code: EDU

2. Course Number and Title: EDU 681 – Developmental Counseling

   Abbreviation of Title (19 characters): Dev Counseling

3. Term(s) offered: As Necessary

4. Credit Hours: 3

   If credit is variable, specify the minimum and maximum number in a term:

   If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): Instructor Permission

   Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

   Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): This course is an advanced application of developmental theories in clinical mental health counseling. Emphasis will be placed on application of theory to conceptualization of normal/abnormal development of counseling clients and planning interventions for those with developmental concerns.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

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	Yes	No

_____

Department Head   Date

M. Acy

College Dean   08/24/2018   (Yes)   No

                   Date

Roger L. Jungmeyer   7 Sept. 2018   (Yes)   No

Graduate Council   Date

Debra F. Greene   9/7/18   (Yes)   No

Dean of Graduate Studies   Date

                 09/4/18   Yes   No

Provost and Vice President for Academic Affairs   Date

                 9/15/18   (Yes)   No

President   Date

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

    Date: April 20, 2018

    Department Code: EDU

2. Course Number and Title: EDU 682 Social/Cultural Issues in Counseling

    Abbreviation of Title (19 characters): Soc/Cult Counseling

3. Term(s) offered: As Necessary

4. Credit Hours: 3

    If credit is variable, specify the minimum and maximum number in a term:

    If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): Instructor Permission

    Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

    Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Exploration of current social/cultural issues as they apply to counseling clients from diverse populations. Focus on development of advocacy project for social change to benefit the mental health of clients.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

    For whom?

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

   Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

   Approximate cost(s):

16. Will additional library materials be required? No

   Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

In principle, all requests for new courses or permanent changes in existing courses should be reviewed by other departments or colleges that are significantly affected. Comments by these units are to be forwarded to the initiating unit for its consideration in re-evaluating the request and to the Graduate Council to assist in rendering a decision.

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                                                        Yes   No

_____   _____
Department Head   Date

M. Ley   08/24/2018   (Yes)   No
College Dean   Date

Roger L. Juengmeyer   7 Sept 2018   (Yes)   No
Graduate Council   Date

Debra F. Greene   9/7/18   (Yes)   No
Dean of Graduate Studies   Date

                      09/11/18   (Yes)   No
Provost and Vice President for Academic Affairs   Date

                      9/15/18   (Yes)   No
President   Date

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

   Date: April 20, 2018

   Department Code: EDU

2. Course Number and Title: EDU 683 Neuroscience for Counselors

   Abbreviation of Title (19 characters): Neuroscience

3. Term(s) offered: As Necessary

4. Credit Hours: 3

   If credit is variable, specify the minimum and maximum number in a term:

   If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

   Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

   Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Exploration of current social/cultural issues as they apply to counseling clients from diverse populations. Focus on development of advocacy project for social change to benefit the mental health of clients.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

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_____   Yes   No

Department Head   Date

M. Ary   08/24/2018   Yes   No
College Dean   Date

Roger L. Jungmeyer   7 Sept. 2018   Yes   No
Graduate Council   Date

Debra F. Greene   9/7/18   Yes   No
Dean of Graduate Studies   Date

_____   09/11/18   Yes   No
Provost and Vice President for Academic Affairs   Date

_____   9/15/18   Yes   No
President   Date

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

   Date: April 20, 2018

   Department Code: EDU

2. Course Number and Title: EDU 684 Counseling Supervision

   Abbreviation of Title (19 characters): Supervision

3. Term(s) offered: As Necessary

4. Credit Hours: 3

   If credit is variable, specify the minimum and maximum number in a term:

   If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): Instructor Permission

   Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

   Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): An in depth review of the experience of crisis, trauma, and grief and counseling interventions to support recovery. Includes a look at the social impact of crisis and systemic approaches to responding to both natural disasters and non-natural crises events.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

For whom?

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course, College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and President.

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_____   Yes   No

Department Head   Date

M. Auy   08/24/2018   (Yes)   No
College Dean   Date

Roger L. Jungmeyer   7 Sept 2018   (Yes)   No
Graduate Council   Date

Debra F. Greene   9/7/18   (Yes)   No
Dean of Graduate Studies   Date

_____   Yes   No

Provost and Vice President for Academic Affairs   09/11/8
                                       Date

_____   9/15/18   (Yes)   No
President   Date

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018   Date: April 20, 2018

    Department Code: EDU

2. Course Number and Title: EDU 686 DSM Diagnosis

    Abbreviation of Title (19 characters): DSM Diagnosis

3. Term(s) offered: As Necessary

4. Credit Hours: 3

    If credit is variable, specify the minimum and maximum number in a term:

    If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s): None

    Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

    Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): **Using the DSM for diagnosing and treating mental/behavioral disorders. Emphasis placed on accurately assessing clients to determine appropriate DSM diagnosis and writing Diagnostic Reports.**

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

   Please explain budget requirements, or if no new staff is required, explain how the course
   will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med
   course

15. Will you need additional equipment? No

   Approximate cost(s):

16. Will additional library materials be required? No

   Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

A new course requires the approval of the Department Head from the department initiating the course,
College Dean, Graduate Council, Graduate Dean, Provost and Vice President for Academic Affairs, and
President.

In principle, all requests for new courses or permanent changes in existing courses should be reviewed
by other departments or colleges that are significantly affected. Comments by these units are to be
forwarded to the initiating unit for its consideration in re-evaluating the request and to the Graduate
Council to assist in rendering a decision.

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language in the title and course description. Where significant reason exists to use language which may
result in confusion with programs of other units, the units involved should be consulted in an attempt to
develop acceptable language. Where conflicts remain unresolved, the Graduate Council will render a
decision.

		Yes	No
_____			
Department Head	Date		
M. Ay	08/24/2018	Yes	No
College Dean	Date		
Roger L. Juergmeyer	7 Sept. 2018	Yes	No
Graduate Council	Date		
Debra F. Greene	9/7/18	Yes	No
Dean of Graduate Studies	Date		
	09/11/18	Yes	No
Provost and Vice President for Academic Affairs	Date		
	9/15/18	Yes	No
President	Date		

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

Date: April 20, 2018

Department Code: EDU

2. Course Number and Title: EDU 687 Counseling Internship

Abbreviation of Title (19 characters): Cnseling Internship

3. Term(s) offered: As Necessary

4. Credit Hours: 3-6

If credit is variable, specify the minimum and maximum number in a term: 2

If a student may re-enroll for credit, specify the maximum total number of credits: 6

5. Prerequisite(s): Instructor Permission

Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Supervised counseling experience in an approved counseling setting. Emphasis placed on integration of knowledge, skills, and understanding of counseling processes, diagnosis, and report writing.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? Yes

For whom? EdS, Clinical Mental Health Counseling students

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

   Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

   Approximate cost(s):

16. Will additional library materials be required? No

   Approximate cost(s):

17. Lab fee?   Yes If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $ _____

Polices affecting new course requests:

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                                                           Yes   No

_____
Department Head   Date

_M y_____ 08/24/2018
College Dean   Date   (Yes)   No

Roger S. Jungmeyer   7 Sept 2018   (Yes)   No
Graduate Council   Date

Debra F. Greene   9/7/18   (Yes)   No
Dean of Graduate Studies   Date

_____   09/11/18   (Yes)   No
Provost and Vice President for Academic Affairs   Date

_____   9/20/18   (Yes)   No
President   Date

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

   Date: April 20, 2018

   Department Code: EDU

2. Course Number and Title: EDU 688 Counseling Internship II

   Abbreviation of Title (19 characters): Cnseling   Internship II

3. Term(s) offered: As Necessary

4. Credit Hours: 3-6

   If credit is variable, specify the minimum and maximum number in a term: 2

   If a student may re-enroll for credit, specify the maximum total number of credits: 3

5. Prerequisite(s): Instructor Permission

   Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

   Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Supervised counseling experience in an approved counseling setting. Emphasis placed on diagnosis and report writing.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Wood

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

    For whom?

13. What is the expected enrollment?   per term   15   per year

14. If this course is offered, will you need additional staff? No

Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

Approximate cost(s):

16. Will additional library materials be required? No

Approximate cost(s):

17. Lab fee?   Yes   If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

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_____   Yes   No

Department Head   Date

_M-Ay_   08/24/2018   (Yes)   No
College Dean   Date

Roger L. Jungmeyer   7 Sept 2018   (Yes)   No
Graduate Council   Date

Debra F. Greene   9/7/18   (Yes)   No
Dean of Graduate Studies   Date

                       09/14/18   Yes   No
Provost and Vice President for Academic Affairs   Date

                       9/15/18   (Yes)   No
President   Date

Lincoln University

(Graduate)

Request for a New Course for a New Program

1. Department: Education 2018

    Date: April 20, 2018

    Department Code: EDU

2. Course Number and Title: EDU 690 Research II

    Abbreviation of Title (19 characters): Research II

3. Term(s) offered: As Necessary

4. Credit Hours: 3

    If credit is variable, specify the minimum and maximum number in a term:

    If a student may re-enroll for credit, specify the maximum total number of credits:

5. Prerequisite(s):

    Is/are prerequisite(s):   Required or Recommended (please circle one)

6. Co-requisite(s): None

    Is/are co-requisite(s):   Required or Recommended (please circle one)

7. Cross listed with: N/A

8. Catalog description (brief – 30 words maximum): Students will use the literature review and research question developed in EDU 680 Research I, and apply research methodology to produce a research article that can be submitted for publication in a research journal.

9. Course to be first offered (term/year): Fall 2018

General Course Information:

10. Instructor: Staff/Adjunct

11. For whom is this course designed? EdS, Clinical Mental Health Counseling students

12. Is this a required course? No

    For whom?

13. What is the expected enrollment? per term 15 per year

14. If this course is offered, will you need additional staff? No

   Please explain budget requirements, or if no new staff is required, explain how the course will be given: Dr. Wood or adjunct will teach this course in tandem with a companion Med course

15. Will you need additional equipment? No

   Approximate cost(s):

16. Will additional library materials be required? No

   Approximate cost(s):

17. Lab fee?   Yes If so, amount per course: $10

18. Course fee?   Yes or No (please circle one)   If so, amount per credit hour: $

Polices affecting new course requests:

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		Yes	No
_____			
Department Head	Date		
_____	08/24/2018	(Yes)	No
College Dean	Date		
Roger J. Quuomeyer	7/9/2018	(Yes)	No
Graduate Council	Date		

Debra F. Greene   9/7/18

_____
Dean of Graduate Studies   Date

                   09/11/18

_____
Provost and Vice President for Academic Affairs   Date

_____
President   Date

(Yes)   No

Yes   No

Yes   No

Missouri State University

Proposed Program: Doctorate of Defense
and Strategic Studies

Table of Contents

Executive Summary

Missouri State University seeks to establish a new professional doctoral program leading to the Doctor of Defense and Strategic Studies (DDSS). This proposed program is an expansion of MSU's well-established, highly-successful Defense and Strategic Studies (DSS) graduate program that has been offered at MSU since 1987 and was relocated to the Washington D.C. metropolitan area in 2005. It offers a general M.S. Degree in Defense and Strategic Studies and an M.S. Degree with an emphasis on Countering Weapons of Mass Destruction. The DSS program was initially established at another university in 1971. Since moving to MSU it has focused on professionally-oriented graduate education in strategic studies/diplomacy and has become one of the oldest and largest strategic studies centers in the country, including cooperative programs with the National Defense University, the U.S. Army, the U.S. Air Force and universities abroad.

The DDSS detailed here advances the five key goals and strategies presented in the Missouri Department of Higher Education's *Blueprint for Higher Education*. In particular, it will be high-quality, widely-accessible to traditional and non-traditional students, affordable, and self-financing. It also meets considerable student demand and a societal need that is well-recognized in government and academic writings for professionally-oriented graduate educational opportunities in the field, including at the professional doctoral degree level. It is designed to provide graduate education opportunities to traditional students seeking to begin professional careers in the field of strategic studies/diplomacy and to non-traditional, mid-career civilian and military students seeking to advance their careers in the field. The positive response of both traditional and non-traditional students to this proposed DDSS program has been overwhelming—perhaps because there are so few similar programs in the country, and none that are comparable to the DDSS. In particular, the DDSS program includes a relatively small established and dedicated core, full-time faculty and a large (approximately 25 member) part-time faculty from the Washington D.C. area with outstanding academic credentials and literally centuries of combined senior professional experience in the field. This unique combination of established and dedicated professional faculty, history and alumni network, affordability, societal and student demand, degree marketability and location mark the DDSS program as an exceptional opportunity for MSU, traditional and non-traditional students, and the state of Missouri.

☒**PUBLIC**
☐**INDEPENDENT**

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

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

Sponsoring Institution: Missouri State University

Program Title: Defense and Strategic Studies

Degree/Certificate: Choose degree type

If other, please list: Doctor of Defense and Strategic Studies (DDSS)

Options: N/A

Delivery Site: Missouri State University, Department of Defense and Strategic Studies, Fairfax, Virginia

CIP Classification: 28.0601

Implementation Date: 8/15/2020

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

If yes, is the new location within your institution's current CBHE-approved service region? ☐
If no, public institutions should consult the comprehensive review process

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

CERTIFICATIONS

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

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

☒ The program builds upon existing programs and faculty expertise

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

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

AUTHORIZATION

Frank Einhellig, Provost		
Name/Title of Institutional Officer	Signature	Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

1. Student Preparation
☐ Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
- *Cumulative GPA of 3.00 over last 60 hours of academic work taken;*
- *Personal philosophy statement.*
- *Two letters of recommendation, from academic or professional points of contact.*
- *Brief C.V.*
- *Student interview with faculty member in-person, by telephone or teleconference recommended as part of the application process.*
- *Professional experience in the federal government in the area of international security/diplomacy will be helpful, but not essential for the applicant.*
- *An existing Master's degree in Security Studies, or in International Relations or Political Science with a concentration in security studies also will be helpful, but not essential for the applicant.*

☐ Characteristics of a specific population to be served, if applicable.
A large proportion of the expected student population will be employed full or part-time in the area of international security/diplomacy, particularly including a diverse group of mid-career civilian professionals in the federal government and active duty military officers. Many of these students will be located in the Washington D.C. metropolitan area or at a variety of government sites around the country. They will be interested in this doctoral degree program to help in the advancement of their professional careers. The program also will be open to foreign nationals, including military officers.

2. Faculty Characteristics
☐ Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
- *Faculty are required to have a PhD, professional doctoral degree, or Master's degree pertinent to the field of international security/diplomacy. Faculty also are required to have extensive professional experience in the field of international security/diplomacy, primarily in federal government civilian or military positions, and/or non-governmental research organizations ("think tanks"). See Phase I Proposal Appendix E for list of proposed faculty and associated credentials and experience relative to projected coursework.*

☐ Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

The estimated percentage of credit hours that will be assigned to full time faculty is approximately 25%. Part-time faculty with extensive senior professional experience in international security/diplomacy will provide approximately 75% of the credit hours. This part-time faculty consists largely of serving and retired senior officials located in the Washington D.C. metropolitan area, with experience from in the various pertinent federal government departments and agencies located in the Washington D. C. area, e.g., the Department of Defense, Department of State, intelligence agencies, or Congress. Faculty members with extensive professional experience understand the professional students' career requirements, conditions and goals. Students greatly appreciate these faculty members as seasoned professional mentors and important networking contacts for their chosen careers. Faculty with extensive professional experience also have direct involvement with the subject matter they cover in the classroom, whether it is in the policy-making or legislative processes, intelligence, international negotiations, consultations with allied governments, countering international terrorism or nuclear proliferation, arms control, authoring government reports, or conducting intelligence analyses. They offer a wide range of professional experience and expertise, and thus support a broad spectrum of pertinent subject areas in the DDSS curriculum. Faculty members able to bring this type of professional experience to the classroom and convey lessons from it as part of their course content provide an unparalleled set of tools to aid student understanding of the subject material and student appreciation of courses. Most members of the part-time DSS faculty have served on scores of DSS student exam boards and as readers on scores of Master's theses. They have offered DSS courses with regularity and consistency for more than a decade. This continuity has been extremely valuable both for students and for the operation of the DSS program. The DSS Classroom Assessment Techniques (CATs) conducted each semester for all courses reveal extremely positive student course evaluations for DSS' part-time faculty, as do surveys conducted by the State Council of Higher Education for Virginia (SCHEV). Please see Phase I Proposal Appendix E for list of proposed faculty and associated credentials and experience relative to projected coursework.

☐ Expectations for professional activities, special student contact, teaching/learning innovation.
Professional activities: One semester of DSS 720, Internship/Professional Experience, will be required for all DDSS students. Internships in professional offices in the field are an important part of a professional doctoral degree. For DDSS students who are not already mid-career or active duty military Officers, professional experience in government offices is particularly helpful because students often are able to receive a security clearance as part of their internship. This can be enormously helpful to beginning careers in public service. Over the past two decades, DSS/MSU has established excellent working-relations with numerous governmental and non-governmental offices in the Washington D.C. area to provide internships to DSS students, some of which are well-paid. Locations in which DSS students regularly intern include Congressional offices, the National Defense University's WMD Center and Regional Centers for Security, the Office of the Secretary of Defense, the Defense Intelligence Agency, the Missile Defense Agency, the Office of Naval Intelligence, the Naval Historical Office, Federal Bureau of Investigation, the Johns Hopkins Applied Physics Laboratory, the National Geospatial Intelligence Agency (NGA), Lockheed Martin, Raytheon, the National Institute for Public Policy, the Potomac Institute, the Vietnam Veterans Association, Heritage Foundation, the Missile Defense Advocacy Alliance, and the Center for Strategic and International Studies. Consequently, DDSS students will have numerous opportunities to take advantage of these well-established and positive DSS relations with local professional offices to gain professional experience as part of their educational preparation. Special Student Contact: Students will invite a faculty member to serve as a particular mentor for the two-semester course (DSS 896) devoted to the Doctoral Capstone Project. This faculty member will have extensive

professional experience in the issue area of student interest for the Capstone project. This mentor will work with the student from the initial identification of a topic to the presentation of the project to the faculty review committee, on which the mentor will serve.

3. Enrollment Projections

☐ Student FTE majoring in program by the end of five years.
The expectation is 9-10 FTE in each entering class. At the end of five years, this would mean 18-24 student would be enrolled in the program at any one time depending on the enrolled students' time to completion. (During the initial years of the DDSS program, MSU will proceed in a deliberate manner and will likely enroll fewer DDSS students than now appears possible given the high level of student demand. This will ensure that the DDSS program is established on a firm administrative and financial foundation prior to enrolling larger numbers of doctoral students.)

☐ Percent of full time and part time enrollment by the end of five years.
The expectation is approximately 35% full-time and 65% part time enrolment at the end of five years.

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	4	8	8	8	8
Part Time	8	16	16	16	16
Total	12	18-24	18-24	18-24	18-24

4. Student and Program Outcomes

☐ Number of graduates per annum at three and five years after implementation.
Approximately 12

☐ Special skills specific to the program.
- *Understanding and analysis of weapons of mass destruction threats and policies/operations intended to counter weapons of mass destruction threats.*
- *Understanding and analysis of the process of WMD and missile proliferation, and policies/operations intended to support nonproliferation and counterproliferation.*
- *Understanding of history of arms control goals, efforts and agreements and ability to conduct arms control analyses.*
- *Understanding and analysis of intelligence goals, methods and operations.*
- *Understanding of the threats posed by terrorism and approaches to counter terrorism*
- *Understanding of the tools for strategic/cultural analysis needed to tailor deterrence and assurance policies.*
- *Professional analytical and writing skills that focus on writing and communicating government policy documents.*
- *Professional briefing skills that focus on communicating with senior government policy makers, including creating and understanding presentations using maps, statistical graphs and charts.*
- *Understanding the congressional budgeting process and authority related to national security and diplomacy matters.*

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

No related licensing, certification, or registration

□ Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
Not applicable

□ Placement rates in related fields, in other fields, unemployed.
The expected professional placement rate in the field is 100% of those seeking placement in the field. Many and perhaps most students will be mid-career professionals already employed in the field.

□ Transfer rates, continuous study.
Given the specialized nature of the proposed doctorate, few if any transfers are expected. However, if student does request transfer credit, the DDS faculty will make the final determination based on relevance of coursework.

5. Program Accreditation

□ Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.
No relevant accreditation available

6. Program Structure

Total credits required for graduation: *66 total credit hours required*
30 credits (10 courses) to completion for applicants with an existing Master's degree comparable to the DSS M.S. Degree. This is the same number of courses required for comparable students for the new professional doctoral degree in International Affairs (DIA) offered by Johns Hopkins University. The total number of credits required for DDSS students without advanced placement (66), appears to be greater than the number of credits required of comparable students for the Johns Hopkins' DIA.

It is anticipated that most students will enter the doctoral program with an earned master's degree; many will be MSU alumni who have already earned the DSS M.S. degree. However, this is not a requirement for admission to the DDSS program.

□ Residency requirements, if any:
None

□ General education: Total credits:
Not applicable. No Gen Ed for graduate degrees.

- Major (i.e., Degree) requirements: Total credits: 66

Core Courses (Required of all students) Total credits = 9		
Course ID	Course Title	Credit
DSS 720	Internship/Professional Experience	3
DSS 801	Advanced Nuclear Strategy and Arms Control	3
DSS 832	Advanced Survey and Writing	3
Elective Courses Total credits = 51		
Course ID	Course Title	Credit
DSS 702	Regional Security in the Middle East	3
DSS 703	Science, Technology and Defense Policy	3
DSS 704	Arms Control Theory and Practice	3
DSS 705	NATO Security Issues	3
DSS 707	Congress and WMD	3
DSS 708	Contemporary Security in Russia	3
DS 710	Countering Terrorism	3
DSS 713	Intelligence/Counterintelligence	3
DSS 719	Strategic Culture	3
DSS 721	Proliferation, Missile Defense and Modern Warfare	3
DSS 722	Emerging Strategic Challenges	3
DSS 723	Counterproliferation	3
DSS 724	Leadership in National Security	3
DSS 725	Instruments of State Power	3
DSS 726	Security Issues in Asia	3
DSS 727	Chemical and Biological Warfare	3
DSS 728	Advanced Countering Terrorism	3
DSS 737	Advance Chemical and Biological Warfare	3
DSS 796	Directed Reading/Research	3
DSS 797	Cyber Warfare/Security	3
DSS 797	Security Challenges in Latin America	3
DSS 797	Advanced Intelligence/Counterintelligence	3
Thesis/Non-Thesis/Capstone/Internship Total credits = 6		
Course ID	Course Title	Credit
DSS 896	Directed Reading/Research for Doctoral Capstone Project	6

- Free elective credits: *Listed above*
  (sum of C, D, and E should equal A)

- Requirements for thesis, internship or other capstone experience:
  One semester (3 credits) of DSS 720 Internship/Professional Experience; Two semesters (6 credits) of DSS 896, Doctoral Capstone Project.
- Any unique features such as interdepartmental cooperation:
  None

7. Need/Demand

☒Student demand

Student interest for this proposed doctoral program has been demonstrated by the large number of students who have expressed enthusiasm for it and their intention to enroll in the program as soon as possible. Numerous students, including current DSS students and alumni having already earned the DSS M.S. degree, have sent letters to DSS attesting to their interest in beginning the DDSS program (see Phase I Proposal Appendix B). On April 10 and May 8, 2019 DSS held open forums for current DSS students interested in the DDSS program. These were very well attended--with approximately 50 students participating in-person and by VTC. In addition, 63 current DSS students and alumni have responded to date to a single DSS email regarding the program expressing their keen interest in enrolling in the program once established. Many asked how soon they could apply.

In addition, the U.S. Air Force Institute of Technology has stated that it intends to sponsor six highly-qualified Air Force officers for enrollment in the DDSS program during its initial year and will sponsor several additional officers each year thereafter. The DSS office now receives several phone calls and/or emails per day from prospective students interested in applying for or learning more about the DDSS program; most of these emails are inquires asking when the prospective students can apply for the DDSS program. These expressions of interest have occurred in the absence of any public advertising of the program whatsoever. They follow entirely from the initial DSS email and word-of-mouth discussions among current students and recent alumni of the possible DDSS program. In many cases, these expressions are from mid-career federal government civilian and military personnel who understand the expanded opportunities for advancement in their existing career paths that will be possible with this professional doctorate.

Finally, as noted earlier, several past DSS graduates who transferred to another university to earn a PhD (because DSS now offers no terminal degree) have sent letters observing that they would have remained at DSS to earn a professional doctoral degree if they had the option to do so at the time. These are included in Phase I Proposal Appendix B.

(The names of over 60 students who have expressed the interest described above and their corresponding emails are available upon request).

☒Market demand

Senior personnel from governmental, non-governmental and corporate institutions who are very familiar with hiring and employment opportunities in the field, and who represent prospective employers for graduates of this proposed doctoral program have identified the market demand for the DDSS program and provided their own strong endorsement of the program. (Letters from corporate and other non-governmental offices discussing the market demand for this program are included in Phase I Proposal Appendix C).

For example, in a January 11, 2019 letter to DSS, Rear Admiral Richard Correll, Director of Plans and Policy at the United States Strategic Command stated: "Your department's national security policy and defense analysis focus produces graduates with research and critical thinking skill that complement the broad portfolio of USSTRATCOM mission and academic interest areas. Our desire is to engage with your department and those students in your program who seek to one day fill the ranks of national security professionals to meet emerging deterrence and assurance analytic and decision-making requirements." (The letter to DSS from Admiral Correll is available in Phase I Proposal Appendix F).

In addition, senior Department of Defense personnel involved in graduate military education have expressed their interest in enrolling DoD uniformed and civilian students as soon as the DDSS program is available. The U.S. Air Force, for example, has indicated that it will seek to enroll six highly-qualified Air Force Officers as soon as the program is available, and additional Officers each year thereafter.

A separate indicator of the market demand for this proposed DDSS program is the very successful placement rate for those students now graduating with the DSS M.S. degree. While some graduates do not report their post-graduate employment status, a majority have done so when asked. Based on those responses, it appears that virtually all reporting DSS M.S. graduates are employed in the field prior to graduation or shortly thereafter.

☒Societal demand

Whenever possible, U.S. national security policies should reflect systematic study and rigorous analysis. Security policies based on hunches, "gut feelings," or limited background analyses may be unavoidable in some cases, but they are more likely to miss considerations that could be critical to optimal decision making and best practice. The importance of systematic study and rigorous, educated analysis is nowhere more important than with regard to U.S. policies for countering threats from weapons of mass destruction—a primary subject of this proposed doctoral program.

This need is well-recognized by senior U.S. civilian and military leaders. A 2019 article in the Journal of Political Science Education by two professors from the University of Nebraska (Lana Obradovic and Michelle Black: "Teaching Deterrence: A 21st Century Update") focuses precisely on the pertinent question now posed by "national leaders," "How can we improve our instruction at civilian universities to allow our students to actively participate in rethinking and reframing deterrence concepts?" Indeed, senior civilian and military leaders have frequently emphasized in public speeches the need for the type of advanced professional education program that will be available with the DDSS, if approved.

For example, Admiral Cecil Haney, as Commander of U.S. Strategic Command repeatedly emphasized that: "Our current and future leaders must be able to rapidly connect to and digest traditional and non-traditional reams of information, and integrate it into historical and cultural models to stimulate critical thinking necessary to create timely operational and strategic options for national security decision makers…Our country needs professionals that can think deeply and strategically, voice an educated opinion, coherently document those thoughts and drive effective solutions." (Kansas State University, Landon Lecture Series, October 21, 2016, STRATCOM.mil, at http://www.stratcom.mil.Media/Speeches/Article/987834/kansas-state-university-landon-lecture-series/. The Vice Chairman of the Joint Chiefs of Staff, General Paul Selva, observed in a 2016 Memorandum for the Chiefs of the Military Services and President of the National Defense University that there is a "critical need" to increase learning in this area (Obradovic and Black, p. 4).

In addition, senior-level, bipartisan government and non-governmental reports have repeatedly emphasized the urgent need for civilian and military personnel to have more formal and advanced education in critical national security issue areas, including those featured in the proposed DDSS curriculum. Such official reports include the following:

· The 2008 Report of the Defense Science Board Task Force on Nuclear Deterrence Skills, available at: https://www.acq.osd.mil/dsb/reports/2000s/ADA487983.pdf

· The 2008 Report of the Secretary of Defense Task Force on DoD Nuclear Weapons Management, available at:

https://dod.defense.gov/Portals/1/Documents/pubs/Phase_I_Report_Sept_10.pdf [Vol.1] and https://dod.defense.gov/Portals/1/Documents/pubs/PhaseIIReportFinal.pdf [Vol. 2]

· The National Defense Authorization Act for Fiscal Year 2014 (H.R. Rep. No. 113-102, 2014)

· The 2014 National Academy of Sciences report, U.S. Air Force Strategic Deterrence Analytic Capabilities, available at https://www.nap.edu/catalog/18622/us-air-force-strategic-deterrence-analytic-capabilities

For example, the Report of the Defense Science Board Task Force on Nuclear Deterrence Skills (referenced above) states: "The Secretary of Defense should establish Department of Defense requirements for understanding foreign cultural and behavioral factors related to nuclear issues…Deterring future adversaries will require greater understanding of the goals, culture, values, social characteristics, government limitations, leadership decision-making, and motivations of nations and non-state actors. Such an understanding is an essential component of intelligence needed for competent conduct of U.S. foreign policy. Better training and education are needed for personnel at all levels…"

These officials' speeches and reports all emphasize the great need for expanding and deepening the advanced educational preparation of civilian and military personnel who are responsible for formulating and implementing U.S. plans to meet diverse international security needs. The DDSS curriculum is designed specifically to address the needs for advanced educational training identified in the open reports and speeches referenced above. These repeated calls in U.S. government documents and officials' speeches undoubtedly have contributed to the very positive response to the proposed DDSS program from government and industry offices. Members of the DSS faculty are world-renowned for their expertise and senior professional experience in precisely the areas of particular need as specified in official reports. In short, the DDSS program is designed to help meet a societal need that is well recognized by those governmental institutions uniquely established to meet that need.

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

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years

- **Sponsoring Institution One:** Choose an institution

- **Sponsoring Institution Two:** Choose an institution

- **Other Collaborative Institutions**: Click here to enter

- **Length of Agreement:** Click here to enter

- **Which institution(s) will have degree-granting authority?** Click here to enter text

- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?** Click here to enter text

- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
  Click here to enter text

- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
  Click here to enter text

- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**
  Click here to enter text

Please save and email this form to: **he.academicprogramactions@dhe.mo.gov**

MDHE PROPOSAL FOR COMPREHENSIVE REVIEW

PHASE I

Collaboration with Other Institutions

Missouri State University's Department of Defense and Strategic Studies (DSS) is located in Fairfax, Virginia. Because the program is located outside the state of Missouri and there is no comparable curriculum in any Missouri university, offering the Doctorate of Defense and Strategic Studies (DDSS) in collaboration with other Missouri universities would not be feasible. In order to confirm, the Dean of the Graduate School at MSU discussed the possibility with the Associate Vice Chancellor of Graduate Studies at the University of Missouri. The Associate Vice Chancellor indicated that MU was not interested in collaborating to offer the degree.
See letter in Appendix A.

The Department of Defense and Strategic Studies has a number of relevant cooperative affiliations, which serve as sources for potential students, funding, research collaboration, and internship experiences. Examples appear below.

Department of Defense/National Defense University (NDU): The NDU Fellows Program enrolls up to 48 mid-career students in the DSS graduate program per year. These students earn a certificate or M.S. degree option in Countering Weapons of Mass Destruction.

Air Force Institute of Technology (AFIT): The U.S. Air Force enrolls 32 mid-career Air Force officers per year in the DSS graduate program. These Air Force officers earn a certificate or M.S. degree option in Countering Weapons of Mass Destruction.

U.S. Army, Ft. Leonard Wood (FLW): The U.S. Army now enrolls 22 mid-career Army officers in the DSS graduate program. This number is expected to grow. These Army officers earn a certificate or M.S. degree option in Countering Weapons of Mass Destruction.

U.S. Strategic Command (USSTRATCOM), Offutt Air Force Base: DSS/MSU is a founding member of the Deterrence and Assurance Academic Alliance sponsored by U.S. Strategic Command.

Masaryk University, Czech Republic: DSS/MSU has a long-standing exchange program with Masaryk University. Two to three Czech students enroll in DSS each year and five DSS students typically enroll at Masaryk University each summer session.

Rumsfeld Foundation: Since 2008 the DSS Department Head has nominated 23 graduate students for scholarships funded by the Rumsfeld Foundation. Twenty-one of these DSS students nominated have been awarded scholarships.

Privately-funded scholarships for DSS students: Seven privately-funded scholarships are made available to DSS students every year. These are the William R. Van Cleave Scholarship, Bill Fallon Scholarship, John S. Foster Jr. Scholarship, Ulrike Schumacher Scholarship, Gates Scholarship, Walters Scholarship and Kahn Scholarship. These scholarships are awarded to approximately 30 DSS students each year at a total value of approximately $200,000 per year.

Internships in Professional Offices: DSS/MSU has established relations with numerous government and NGO offices to provide internships in professional offices to DSS students. Locations in which DSS students regularly intern include Congressional offices, the National Defense University's WMD Center and Regional Centers for Security, the Office of the Secretary of Defense, the Defense Intelligence Agency, the Missile Defense Agency, the Office of Naval Intelligence, the Naval Historical Office, Federal Bureau of Investigation, the Johns Hopkins Applied Physics Laboratory, the National Geospatial Intelligence Agency (NGA), Lockheed Martin, Raytheon, the National Institute for Public Policy, the Potomac Institute, the Vietnam Veterans Association, Heritage Foundation, the Missile Defense Advocacy Alliance, and the Center for Strategic and International Studies.

Private Foundations: Two private foundations have indicated their enthusiastic interest in supporting a DSS/MSU professional doctoral program once established.

Blueprint for Higher Education Goals Addressed

The Missouri Department of Higher Education's *Blueprint for Higher Education* identifies "guiding principles," five goals and numerous related "strategies" for Missouri higher education. The discussion below explains how the proposed Doctor of Defense and Strategic Studies program conforms very well with, and advances these principles, goals and strategies.

Blueprint Principles

The proposed professional Doctor in Defense and Strategic Studies Degree to be offered by Missouri State University's graduate Department of Defense and Strategic Studies is particularly pertinent to several principles set forth in the *Blueprint for Higher Education.* For example, because there are no comparable professional doctoral degree programs in Missouri, the DDSS Degree program would by definition expand the "diversity of institutional missions" and "educational opportunities" for Missouri students, and also nationwide.

In addition, the specific purpose of this professional doctoral degree program is to "provide students with the knowledge and skills necessary to succeed in a global economy," and to prepare students who are committed to "social responsibility and service to society." A particular focus of the proposed DDSS program is to prepare students in a field that is widely recognized in government and industry as now lacking adequate advanced educational programs and opportunities. And, another particular focus of the DDSS program is to *enable students to start or advance professional careers in public service*; virtually all of the expected DDSS students will begin or advance their careers in civilian or military service to the country, i.e., they are committed to careers in public service, and thus to "social responsibility and service to society."

Blueprint Goals

The proposed professional doctoral program shares, and unquestionably would advance each of the five goals set forth in the *Blueprint for Higher Education*:

Attainment; Affordability; Quality; Research and Innovation; and Investment, Advocacy & Partnerships.

Attainment: "Missouri must attract more traditional students and adults, including veterans, to higher education and provide more education opportunities in the communities where they live and work." Attainment includes the related goal of increasing "college completion rates."

The proposed DDSS professional doctoral program is particularly well-suited to advance this Attainment goal. For example, the numerous student expressions of intent to enroll in the DSS doctoral program (see Appendix B) demonstrate that the program would attract significant numbers of adults, including veterans and serving military officers. This is because: 1) past DSS graduates who are adults now pursuing professional careers in the field have expressed considerable enthusiasm for beginning this proposed professional doctorate; and, 2) Mid-career military professionals who have been part of the existing DSS cooperative graduate programs with the U.S. Air Force and National Defense University also have expressed considerable enthusiasm for beginning this proposed professional doctoral degree. The DDSS program is designed for maximum accessibility for these mid-career public students, including veterans, serving military officers, and civilians in public service positions.

In addition, the completion rate for the current DSS degree program is over 90 percent. This exceptional rate is a result of the dedication and maturity of DSS graduate students (particularly including students who are mid-career professionals) and the attention and care DSS professors and staff consistently demonstrate to students. *These characteristics of both students and DSS faculty and staff would be integral to the DDSS program, with comparable completion rates fully to be expected*.

The *Blueprint for Higher Education* also identifies multiple strategies to advance this Attainment goal, including (in section 1.1): "Expand agreements to support the seamless transfer of academic credits" and, "Expand alternative modes of delivery…"

With regard to the transfer of credits, the DSS graduate program now has multiple established transfer of credit agreements with the U.S. Army, U.S. Air Force, and the National Defense University. These agreements do provide for the seamless transfer of credits toward the existing M.S. Degree offered by DSS. *These credit transfer agreements would be fully applicable to the proposed DDSS program*.

With regard to alternative modes of delivery, the existing DSS program includes seated courses, and also offers a full curriculum via online and video teleconferencing modes of delivery. *These modes of delivery would be available for all DDSS students for all of the required professional doctoral curriculum*. A program that so takes full advantage of multiple delivery modes certainly helps to "provide more education opportunities in the communities where they [students] live and work."

The *Blueprint for Higher Education* identifies several additional strategies to support the Attainment goal. For example, the report (under 1.4) emphasizes seeking the "participation in flexible education programs by adult students, including veterans; [and] individuals seeking new job skills…" The report recommends a "tactic" for this purpose:

"Make a concerted effort to increase the number of adult learners re-entering educational programs…"

The proposed DDSS program is fully in-line with this goal and strategy. A particular focus will be on mid-career adults in public service who are seeking to increase their professional job skills and thereby to advance in their civilian or military careers. Correspondingly, the program, as planned, is designed to be highly-flexible and easily accessible to these adult students, including uniformed military officers and veterans. This flexibility includes numerous evening courses for working adults, and as noted above, courses that are available via multiple delivery platforms. This planning builds on many years of DSS successful experience serving precisely these adult students with the flexibility needed for their success. Well over half of the current DSS graduate students are adults who are mid-career public servants, civilian and military, and it is these students who have expressed greatest interest in pursuing the DSS professional doctoral degree as soon as it is an option for them.

Finally, the *Blueprint for Higher Education* also identifies as a strategy (under 1.6) encouraging, "increased collaboration between education and business partners to provide students more opportunities for career exploration that will lead to improved completion and placement rates."

Again, the proposed DDSS program is fully in-line with this goal and strategy. For example, business partners in the local Washington, D.C. metropolitan area have long provided internship sites for DSS students. These sites include national security-related "think tanks," non-governmental organizations, and industrial giants such as Lockheed Martin and Boeing. These businesses frequently provide internship opportunities and subsequent employment opportunities for DSS students following their graduation (which is one reason for the very high completion rate for DSS students). In addition, students in the proposed professional doctoral program will have an internship course requirement (DSS 720) and will have numerous opportunities to pursue this course requirement via professional offices within these businesses. In fact, these businesses are vocal supporters of this proposed program, as is reflected in the variety of endorsement letters (found in Appendix C).

Finally, not only are DSS graduates well-prepared for positions in federal agencies, local and state government law enforcement offices find the skills and expertise of DSS graduates valuable—especially in the areas of countering weapons of mass destruction and multicultural awareness/knowledge.

Affordability

The second goal emphasized in the *Blueprint for Higher Education* is Affordability and helping to "make college more affordable for students in Missouri." A review of other professional doctoral degree programs in the field reveals a single program in the country with a comparable curriculum and intent. Its cost appears to be more than double that of this proposed DDSS program. Most other professional doctoral degree programs in the broad field, including the new Doctor of International Affairs offered by Johns Hopkins University, typically appear to be 2-3 times more expensive.

Ensuring that this professional doctoral program is affordable for all students is a priority goal. Indeed, the goal of this proposed program is for *every doctoral student to receive a scholarship if their educational costs are not already provided by a government or industry sponsor.* Considerable progress already has been made in this direction. Two major private foundations have already indicated their great enthusiasm for supporting the program once established, including one that will support generous scholarships for doctoral students. In addition, doctoral students in this proposed program will be eligible for generous scholarships that a third private foundation now awards annually to current DSS students. Finally, doctoral students will be eligible for awards provided by three existing, privately-sponsored scholarship funds that specifically support DSS graduate students. Given the number and variety of available scholarships funded by foundations and private sponsors, *it is wholly reasonable to expect that this proposed program will be easily affordable for every doctoral student without burdening state funds.*

In addition, a strategy highlighted in the report (under 2.2) is to "Form a robust work-study program designed to provide real-world job experience and promote skill development, including 'essential skills' that are highly sought after in the workplace and life."

Again, the focus of this proposed program is to provide a career-oriented educational opportunity to students that is wholly devoted to skill development for real-world careers in international security. This focus is an extension of the original impetus for DSS and of the existing DSS graduate program's success in this regard. This success is reflected in the facts that: 1) the majority of DSS students are mid-career civilians or military officers who are fully employed while pursuing their graduate education, and are seeking advanced job skills useful in their respective places of work; and, 2) virtually all younger DSS student not already employed professionally in the field when they enter the program are so employed prior to or immediately following graduation. Many of these career opportunities follow from the internships (i.e., "work-study") in professional offices these students enjoy—some of which are quite well-paid.

Quality

The third goal emphasized in the *Blueprint for Higher Education* is Quality, including by providing "highly effective and efficient career and technical education…"

Providing a high-quality career-oriented education is the priority goal of this proposed DDSS program. Quality is the existing DSS program's priority and will continue be so for the proposed professional doctoral program.

To ensure that the DDSS program provides such quality education, pertinent businesses were asked to provide input with regard to the most-valued skill sets to help establish parameters for the DDSS curriculum. The response helped to establish the requirements for a specific professional writing skills and statistical graphics comprehension course (DSS 832), the professional internship requirement, and the requirement for a Doctoral Capstone Project which will culminate in a substantial, professionally-oriented written product and presentation before a faculty committee. The goal of involving business in identifying valued skill sets was to ensure that this

professional doctoral program provides the quality of education most useful for beginning or advancing a student's professional career.

Further, DSS undertakes "Classroom Assessment Techniques" (CATs) for each course, each semester; this practice would continue for all courses in the proposed doctoral program. The goal of this effort is to continually improve course content and learning outcomes. The success of this focus on quality is reflected by the fact that virtually all DSS graduates who seek to begin professional careers move promptly into professional careers, and mid-career civilian and military students frequently comment on how valuable DSS courses are for their job performance in their professional positions. In fact, an enrolled DSS student who also is an officer in the U.S. Army recently wrote a "White Paper" for the Brigade Commander that describes in some detail the significant career benefit provided by the quality of the DSS program. This Army "White Paper" is available with permission in Appendix D.

This focus on quality also is reflected in the results of a survey of DSS students by the Virginia State Council of Higher Education. Of the 21 DSS students surveyed about their level of satisfaction with "the quality of education you are receiving at Missouri State University:" 95% (20) responded that they were "very satisfied/satisfied"; 5% (1) responded "neither satisfied nor dissatisfied"; and 0% responded "dissatisfied/very dissatisfied." Students clearly find DSS to be a high-quality educational program.

In addition, DSS assesses learning outcomes for courses that are offered both online and seated to ensure that learning outcomes are comparable across delivery platforms. The 2018-2019 results have shown virtually identical positive learning outcomes for courses that are offered online and seated.

Finally, with regard to quality, it should be noted that the number of courses required for the proposed DDSS for those students beginning the program with an existing, pertinent Master's Degree will be precisely the same as the number of courses required for the new professional Doctor of International Relations degree offered by Johns Hopkins University for students beginning with an existing Master's Degree.

Similarly, several DSS graduates who previously did not have the option of continuing in a Defense and Strategic Studies doctoral program at Missouri State University transferred to George Mason University to earn a PhD in Political Science. The number of additional substantive courses required of these DSS graduates for the PhD at George Mason is similar to the number of additional courses they would need to complete the proposed DDSS. This is because George Mason has accepted all of the substantive courses these students took at DSS toward completion of their PhD at George Mason. This reflects the quality of the proposed DDSS program and the recognized quality of the existing DSS Master's Degree program. Several of these students who have transferred to George Mason University to pursue a PhD in Political Science have noted that they would have remained at DSS to pursue a doctoral degree if they had had the opportunity to do so at the time (these student letters are available in Appendix B).

A strategy for quality education emphasized (under 3.1) in the *Blueprint for Higher Education* is to "Encourage strong business-education partnerships to increase

opportunities for students to engage in more individualized or 'hands-on' learning experiences, such as unpaid and paid internships with business and industry…"

Again, the proposed DDSS program is fully in-line with this strategy. As discussed above, DSS has a long history of positive relations with business partners, particularly those that provide paid and unpaid internships for DSS students and career opportunities following their graduation. A required part of the proposed doctoral program includes an internship (DSS 720). Consequently, DDSS students will have numerous opportunities to take advantage of these well-established and positive DSS relations with business partners.

Another highlighted strategy to support the goal of Quality (under 3.4) is "…to achieve success in learning outcomes by maintaining the appropriate balance between full-time and contingent faculty..."

The proposed professional DDSS degree program has the enormous advantage of a Washington, D.C. metropolitan area location—where the availability of faculty with extensive professional experience in the field with the federal government *and* exceptional academic credentials is unparalleled. The proposed program will continue the current DSS practice of balancing full- and part-time faculty so as to take maximum advantage of: 1) *serving senior officials* with outstanding academic credentials who are eager to teach on a part-time basis in the area of their professional expertise and experience; and, 2) individuals who are *recently retired from senior professional careers* in public service, have outstanding academic credentials, and are eager to teach on a part-time basis in the area of their professional expertise and experience.

Faculty members with this combination of extensive professional experience and academic credentials are often available only on a contingent basis and would be key to the professional education to be offered by this proposed program. Part-time faculty with this combination of deep professional experience and academic credentials can provide quality education across a wide spectrum of national security subjects on an extremely cost-effective basis. This has been demonstrated repeatedly for over a decade by the existing DSS graduate program.

Finally, there are very few comparable professional doctoral programs with which to compare this proposed program. However, as noted above, John Hopkins University is preparing to offer a new Doctor of International Affairs (DIA) degree. The curriculum focus of Johns Hopkins' DIA and the MSU DDSS are quite different, but the intent to provide a high-quality professional doctoral degree for individuals seeking careers in public service is the same. The number of required courses for the DIA and the DDSS are the precisely same for students who already hold a relevant master's degree. The DDSS course requirements for students applying without an existing Master's Degree are greater than those for the DIA.

Research & Innovation

The fourth goal presented in the *Blueprint for Higher Education* is Research and Innovation. This particular goal and associated strategies of the *Blueprint* are less directly related to the proposed DDSS program than the others. Nevertheless, this goal's emphasis on "entrepreneurship," and the "integration" of internships, mentorships

and collaborative programs highlighted (under 4.1) certainly are elements central to the DDSS program. So too is the recommended "collaboration between business and university" (under 4.3). The program will emphasize the mentorship and internships available to students from professional faculty and the business/government partners offering internships. Indeed, the required DDSS Doctoral Capstone Project will be based on a mentoring relationship between student and selected professor. These will be highly collaborative efforts as are the internships enjoyed by DSS students. And, each DDSS seminar course will require a written research paper which will then be presented to the course professor and class—strengthening the students' research and communication skills.

In addition, the existing DSS program has benefited enormously from its many earlier entrepreneurial efforts which have resulted in the now-established collaborative programs with the Department of Defense, U.S. Air Force and U.S. Army. As noted above, there already is considerable expressed enthusiasm among these civilian and military students and their sponsors for enrollment in the DDSS program as soon as the option in available. The DDSS program undoubtedly will open new opportunities for future entrepreneurial efforts with these sponsors.

Investment, Advocacy & Partnerships.

The fifth and final goal highlighted in the *Blueprint for Higher Education* is Investment, Advocacy & Partnerships. The goal is to "…promote greater investment in a culture of postsecondary education through increased advocacy and powerful partnerships with education, business, government and communities."

The significant degree to which this proposed DDSS program is based on partnerships with business, government, and private foundations (as emphasized in 5.1) to sponsor students, internships, and scholarships is described above and need not be repeated here.

In addition, a strategy highlighted (under 5.2) is to "Engage employers to be mentors in the classroom and increase the number of students exposed to the workplace through paid internships…"

This proposed DDSS program is fully in sync with this strategy. Numerous faculty members who already offer DSS graduate courses have committed to offering courses in the doctoral program. These members of faculty are also senior professionals employed in the field, typically in the federal government. They are particularly well suited to serve as mentors and prospective employers for students following their completion of the degree. In addition, as noted above, DDSS students who are not already mid-career professionals in the field will be exposed to the professional workplace via the program's required internships, many of which are paid. The current DSS graduate program has over a decade of demonstrated success in each of these areas. It is difficult to imagine a program more compatible with this goal and associated strategies.

The above discussion of the proposed professional doctoral program and the MDHE's *Blueprint for Higher Education* is summarized in Table 1 below.

Table 1

Blueprint for Higher Education: Specified Goals and Strategies Advanced via the Proposed DDSS Program	
Blueprint Goals as Listed	**Goal Strategies**
1 Attainment	1.1; 1.4; 1.6
2 Affordability	2.2
3 Quality	3.1; 3.4
4 Research & Innovation	4.1; 4.3
5 Investment, Advocacy & Partnerships	5.1; 5.2

Institution's Capacity to Offer Program

General Support

The DSS Department Head reports directly to the Dean of the College of Humanities and Public Affairs and develops the DSS budget in consultation with the Dean of the College of Humanities and Public Affairs. The Dean approves the budget and all expenditures during the fiscal year. Since DSS, unlike other academic departments in the university retains its tuition and fees, the bulk of DSS funding comes from this source, with additional funds for instruction, staff, and operating expenses coming from the College, and from outside donors. DSS recruiting and program development take place only when the DSS Department Head, the Dean and the Provost are confident that adequate resources are available to support those programs.

Tuition and fees will provide the resources necessary to establish and sustain the proposed DDSS program. A careful and conservative projection of the program's expected five-year costs ($499,400) and revenues ($581,400) indicates that tuition and fees alone will provide approximately 116% of the additional funding needed for faculty, administrative staff, and advertising. Other requirements, including sufficient office space, classrooms, computer lab, video teleconferencing equipment and facilities, library access, parking, etc. already are available within the existing DSS infrastructure. In addition, it should be noted that private foundations, including those that have supported DSS annually for more than a decade have indicated their enthusiasm for providing additional funding for the DDSS program and to DDSS students as soon as that is an option. Finally, several privately-sponsored scholarships will be made available to DDSS students, and at least one foundation that has not previously supported DSS also has indicated that it will become a donor for the purpose of supporting the DDSS program. The names of these private foundations are available upon request.

Academic Support

Every semester the DSS department head and staff systematically and carefully calculate student needs in terms of facilities, space, equipment, faculty and DSS course offerings to ensure that these resources are in balance with student numbers. As a result, the number of faculty and course offerings has increased every year, computer equipment and library resources have been expanded, and the department's fixed resources have been used with ever-greater efficiency. In addition, when the negotiations for continuation or modification of the existing lease for DSS facilities occurs, the University Counsel and the Office of the Vice President for Administrative Services at Missouri State University participate in the process.

The Fairfax facility is easily assessable by public transportation, including the subway (Metro) system, and has ample parking for all of its tenants. It also is fully in compliance with all ADA regulations as part of its lease agreement.

DSS/MSU has video-teleconferencing (VTC) systems in each classroom that enable each DSS course to be available for distance learning via VTC. The significant capital investment was undertaken specifically to support the distance learning needs of DSS students who are not in-residence. The only equipment needed for the student to connect to the DSS/MSU VTC system is a laptop or desktop computer with audio and camera. A host institution's VTC facility is unnecessary.

The recent addition of ZOOM technology to each DSS classroom allows DSS to transmit live broadcast of courses via VTC and the internet to the Springfield campus and globally. This technology allows for growth in student numbers and credit hours without creating additional burdens on existing DSS classroom facilities. Furthermore, DSS has expanded its offering of online courses each year to accommodate student schedules, particularly those who are employed full-time. Consequently, most of the DSS curriculum is now available online to serve the new groups of enrolled Air Force Officers deployed nationwide, Army Officers at Ft. Leonard Wood, MO, and National Defense University students worldwide. As the technological needs of the instructors change (especially with online courses) funding is shifted to support these needs and technical support from the main campus and locally are utilized.

Despite their distance from the main campus, DSS faculty and its academic program is still subject to the central oversight of academic administrators who oversee the on-campus programs. Changes in the curriculum must still be submitted to the Graduate Council on the main campus and all aspects of the admissions process and financial aid process are channeled through the offices on the main campus. This ensures comparability across all sites where a particular academic program is delivered.

A computer lab makes computers and printers available to students in the Fairfax facility. Students are able to use the Internet to connect to Springfield library resources and databases to do their research. All DSS students have access, both on and off campus, to the MSU library system via its website: libraries.missouristate.edu. On the library website, students can search thousands of academic journals and download an unlimited number of articles for their research. Access to the library resources also includes databases such as Academic Search Complete, JSOR, LexisNexis Academic,

and Project Muse. MSU librarians are also regularly available online to assist students in finding the resources they need to complete their research.

 Through a special arrangement DSS/MSU has with George Mason University in Fairfax, VA, DSS students also have the opportunity to use the George Mason University Library system online, which includes interlibrary loan agreements with other universities, including Georgetown University, Mary Washington University, and American University. DSS students also have easy access to the Library of Congress, which is open to the public at no cost.

Student Services Support

Because DSS is a graduate department located a considerable distance from the main campus in Springfield, MO, the breadth and scope of departmental support for students is extraordinary--but has become the norm for many on the DSS faculty and administrative staff. By geographic necessity, they have become committed to providing services to DSS students that typically are undertaken by a wide range of offices on a main campus.

For example, since 2005 the DSS department head has successfully raised well over $3 million in private donations for DSS student scholarships and other departmental expenses. These scholarships have enabled scores of DSS students to enroll in DSS who would not have otherwise been able to do so.

In addition, DSS faculty fully demonstrate on a daily basis their commitment to supporting students through the enormous mentoring and extra-instructional efforts they provide. These efforts go well beyond the norm. They include assisting:

Younger graduate students to prepare for their initial experience in a professional office as an intern;

Graduating students with their initial search for professional positions in the field, and with their initial professional job interviews;

Individuals or groups of mid-career students with their professional briefings and reports;

All students with guidance in the research and writing of course papers, preparation for M.S. degree oral exams or the research and writing of their M.S. theses, and writing for publication.

With regard to writing for publication, it should be noted that DSS faculty have helped DSS students to publish numerous articles in professional journals, including having entire issues of professional journals devoted to DSS student articles. See for example: *InterAgency Journal*, Vol 6, No. 2 (Spring 2015); *Countering WMD Journal* (U.S. Army), Special Edition (Fall/Winter 2016); and, *InterAgency Journal*, "Special Edition: Weapons of Mass Destruction," Vol. 8, No. 2 (Fall/Winter 2017); and *InterAgency Journal*, Vol 10, No. 2 (Forthcoming, 2019).

Every year, DSS faculty also host and participate in *three separate, formal commencement ceremonies* for DSS graduates that are held for students who are local and those located elsewhere in the country.

The DSS Administrative Staff also provides many extraordinary services, formally and informally, including assisting American and foreign students with administrative matters involved in application, enrollment, course selection, registration, scholarship applications, online book orders, course payment, local library access, degree requirements, and organizing or helping to organize three separate commencement ceremonies for DSS graduates located locally and elsewhere, including for example, a formal ceremony for DSS graduates located at Fort Leonard Wood, MO. They also help new students with questions about housing and transportation in the Washington D.C. area.

A formal review of the DSS program is conducted periodically by the Virginia State Council of Higher Education. Students are surveyed during this process and a unanimous (100%) response of "Very satisfied /satisfied" with the DSS faculty has been received, and a near unanimous (95%) "Very satisfied / satisfied" response has been received regarding "the quality of education you are receiving at Missouri State University." The VA state representative told the DSS department head informally that these were the most impressive results she had seen from such VA State reviews of programs.

Like all other MSU academic programs delivered at off-campus sites, DSS has published its course periodicities enabling students to complete an academic program within a reasonable time. The Dean of the College of Humanities and Public Affairs on the main campus is responsible for ensuring DSS classes are offered as planned. Academic advisors familiar with the DSS program advise students by phone, in-person, or email each semester to keep them on track with their program of study. Advisement is done by phone and email, or in person.

The DSS Department Head and DSS staff are available to assist students during regular business hours and evenings, Monday-Thursday.   Students are able to interact with these DSS personnel directly, and by phone and email. Students may utilize the University web site online twenty-four hours a day for admissions, financial aid, registration, and to manage their accounts. Students surveyed by the Virginia State Council of Higher Education reported a unanimous (100%) response of "Strongly agree/Agree" to the statement that, "Faculty is accessible to students for academic and courses advising at stated times."

Additional student services are available to all DSS students through a variety of venues. A primary means of communication is through the Student Services website (www.education.missouristate.edu/services/), which is regularly updated so that the most current information is available. MSU maintains quality through the use of a common information portal website. Several personnel in the Student Services offices also have web cams and are available to visit with off-campus students via Skype. This service allows face-to-face contact with staff at Missouri State and helps ensure high quality interactions between students and staff. For those students who are currently in the military or have retired from the military, the university provides assistance through its Veterans Student Center (https://www.missouristate.edu/veterans/).

Finally, the DSS Department Head and DSS staff are present as the first point of contact for students needing to access academic services on the MSU campus, and are able to assess a student's needs and direct that student to the appropriate on-campus resources. The work of the Department Head, faculty and DSS staff ensure quality of service and frequently act as advocates for students to help ensure that their needs are met by the department and the wider University.

Students are regularly invited to comment about any concerns in the classes they take, including those regarding facilities and curriculum content, in the CATS course evaluations routinely given in each class each semester. In addition, two second-year DSS students serve as "Student Liaisons" every year. They survey student opinion regarding desired improvements and report to the DSS Department Head. The DSS Department Head and DSS staff are available to receive and address any concerns from students, faculty, or staff. In this regard, the DSS Department Head is in regular consultation with the Dean of Humanities and Public Affairs regarding needs and opportunities that may arise. As appropriate, the Department Head also has the opportunity to consult with the Associate Provost for Access and Outreach and with the Graduate Dean.

It should be noted that since the establishment of DSS in the Washington, D.C. area in 2005, the number of students raising substantive matters to the department head has been on average fewer than one per year. During that time, the department has successfully addressed virtually all of these matters.

Faculty Resources

Faculty Credentials and Use of Adjuncts

The DDSS program would rely to a considerable extent on part-time faculty for many of its courses. Rather than reflecting a weakness of the program, part-time faculty will be a great strength of the program given its relatively unique professional character. This is true for several reasons.

The Washington D.C. area is unique given the availability of senior working professionals in the field of international security who both have impressive academic credentials and are able and willing to offer courses suitable for the DDSS program. This availability is important because individuals with the combination of both academic credentials and senior professional experience will be key to the success of the DDSS program, as they are and have been to the success of the existing DSS M.S. Degree program. It should be noted that in addition to professional experience, the majority of DSS part-time faculty members have a terminal degree in a field directly pertinent to the course(s) they offer, typically a Ph.D. or JD, and have been awarded Graduate Faculty Status by the MSU Graduate Council.

Senior professional experience as described here means a decade or more of working in the various pertinent federal government departments and agencies located in the Washington D. C. metropolitan area, e.g., the Department of Defense, Department of State, intelligence agencies, or Congress. Many of the prospective students for the DDSS program are themselves full-time professionals in the national security field,

including active-duty military officers. The experience of MSU's existing M.S. degree program in Washington is that the involvement of part-time faculty with senior professional experience is one of the primary reasons that students find these programs valuable. They desire advanced education not as an entrée into an academic teaching career, but for professional advancement in their existing or prospective career fields. Faculty members with extensive professional experience well understand these students' career requirements, conditions and goals. Students greatly appreciate these faculty members as seasoned professional mentors and important networking contacts for their chosen careers.

Faculty with extensive professional experience also have direct involvement with the subject matter they cover in the classroom, whether it is in the policy-making or legislative processes, intelligence, international negotiations, consultations with allied governments, countering international terrorism or nuclear proliferation, arms control, authoring government reports, or conducting intelligence analyses. They are able to offer a broad range of courses that align closely with their respective professional interests, experience, and positions, and thus support the diverse menu of courses needed for the DDSS curriculum. Faculty members able to bring this type of professional experience to the classroom and convey lessons from it as part of their course content provide an unparalleled set of tools to aid student understanding of the subject material and student appreciation of courses.

These faculty members typically are available to offer a graduate course per semester that aligns closely with their professional interests, experience and positions. They also have participated for over a decade on M.S. examination boards and as readers for M.S. theses. Many members of the part-time DSS faculty have done so with regularity and consistency since the department located to the Washington D.C. area in 2005. This continuity has been extremely valuable both for students and for the operation of the DSS program. The DSS Classroom Assessment Techniques (CATs) conducted each semester for all courses reveal extremely positive student course evaluations for DSS faculty, including per course faculty, as do surveys conducted by the State Council of Higher Education for Virginia (SCHEV).

A detailed matrix listing each course, course objectives, and relevant expertise of the faculty who will be teaching is provided in Appendix E.

Workload

The faculty and staff workload for this proposed program will adhere to the time constraints identified in MSU policies. Full-time faculty, for example, are limited to no more than 18 credit hours over a rolling 12-month period. Per course faculty are limited to no more than 12 credit hours over a rolling 12-month period. And, for the part-time (.74) administrative staff, the limit is 1500 hours over a rolling 12-month period. In no case will the faculty or administrative staff workload need to go beyond these university limits.

Comprehensive Cost/Revenue Analysis

Five-Year Projected Costs for DDSS Program

The projected five-year cost for the DDSS program *beyond the costs of the existing DSS program* are $499,600. These costs cover additional necessary faculty and administrative labor costs and fringe benefits, faculty costs for doctoral capstone project review, and advertising. These are the additional projected costs for this program because the existing infrastructure of DSS classrooms, computer lab, computers, VTC, internet infrastructure, faculty-administrative office space, parking, etc. already exists at the level necessary to support the DDSS program. These are existing sunk costs and no additional resources will be needed for these line items.

	Y 1	Y 2	Y 3	Y 4	Y 5	Total *
COSTS						
Personnel						
DSS 801 and 832	$28,000	$28,000	$28,000	$28,000	$28,000	$168,000
DSS 896		$40,000	$40,000	$40,000	$40,000	$192,000
Doctoral Capstone Review Committee		$15,000	$15,000	$15,000	$15,000	$ 72,000
300 hours administrative support	$9,600	$9,600	$9,600	$9,600	$9,600	$ 57,600
Total Personnel						$489,600
Marketing	$2,000	$2,000	$2,000	$2,000	$2,000	$10,00
Total	**$39,600**	**$94,600**	**$94,600**	**$94,600**	**$94,600**	**$499,600**
REVENUE						
10 Student FTE @ $11,400 (3% increase Y3, Y5)	$114,000	$114,000	$117,200	$117,200	$117,200	**$583,783**

*Personnel totals include 20% fringe.

DSS 801 and 832: The projected five-year faculty costs for DSS 801 and 832 below assumes 10 students per year, five doctoral students per section, and that two sections of each course are offered each year. The projected faculty stipend is $7,000 per course section (2 sections x 2 courses @ $7,000)

DSS 896- Faculty costs for *DSS 896 Advanced Directed Reading and Research Courses* (leading to the completion of the doctoral capstone requirement) for 10

doctoral students offered each Fall and Spring semester beginning in Year 2. Each student would be expected to enroll in DSS 896 during the Fall and Spring semester, beginning in the student's second year. Faculty stipend for working with a single student is $2,000 per semester (10 students x 2 semesters @ $2,000).

Doctoral Capstone Review Committee. Capstone review committees will consist of 3 faculty members, and will begin in Year 2. Faculty costs for each committee will be $1500 ($500 for each member for 10 student panels).

An additional 300 hours of administrative staff costs (@ $32 per hour) for work required per year to support DDSS program is projected. Additionally, $2000 per year to support marketing is included.

Five Year Revenue Projection

Total projected revenue for 5 years is $583,783. The following calculation assumes an entering class of 10 full-time DDSS student equivalents enrolling each year. Given the level of student enthusiasm now apparent for the DDSS program, this is a conservative estimate of student numbers.   An alternative reasonable projection is 15-20 DDSS students. However, many of these 15-20 students would likely be part-time. Consequently, a conservative projection based on 10 full-time student equivalents seems reasonable.

Also assumed is a level of tuition and fee per student ($600 fee per course) that is the average between the highest (MO non-resident) and lowest (Mo resident) levels of combined tuition and fees. The base numbers for Year 1 are respectively, $14,000 (non-resident) and $8,700, with an average of $11,400.   Modest increases (3%) in the existing DSS tuition and fee levels are assumed in Years 3 and 5.

Conclusion

Based on current careful and conservative estimates of projected cost ($499,600) and revenue ($583,783) for the initial five years, the DDSS program would be entirely self-funded.   As projected, tuition and fees alone will provide the additional necessary costs.   *It should be noted here that private foundations and individual donors that have supported DSS for over a decade have indicated their enthusiasm for providing additional financial support for the DDSS program and to DDSS students as soon as that is an option. And, at least one foundation that has not previously supported DSS has indicated that it will become a donor for the purpose of supporting this proposed doctoral program. A conservative estimate of the value of this support is $75k-$150k per year, or $375-$750k over five years. Much of this support would likely be in the form of scholarships made available to DDSS students or grants to meet specific program needs.*

Evidence of Sufficient Student Interest

Student interest for this proposed doctoral program has been demonstrated by the large number of students who have expressed enthusiasm for it and their intention to enroll in the program as soon as possible. Numerous students, including current DSS students and alumni having already earned the DSS M.S. degree, have sent letters to DSS attesting to their interest in beginning the DDSS program (see Appendix B). On April 10 and May 8, 2019 DSS held open forums for current DSS students interested in the DDSS program. These were very well attended--with approximately 50 students participating in-person and by VTC. In addition, 63 current DSS students and alumni have responded to date to a single DSS email regarding the program expressing their keen interest in enrolling in the program once established. Many asked how soon they could apply.

In addition, the U.S. Air Force Institute of Technology has stated that it intends to sponsor six highly-qualified Air Force officers for enrollment in the DDSS program during its initial year and will sponsor several additional officers each year thereafter. The DSS office now receives several phone calls and/or emails per day from prospective students interested in applying for or learning more about the DDSS program; most of these emails are inquires asking when the prospective students can apply for the DDSS program. These expressions of interest have occurred in the absence of any public advertising of the program whatsoever. They follow entirely from the initial DSS email and word-of-mouth discussions among current students and recent alumni of the possible DDSS program. In many cases, these expressions are from mid-career federal government civilian and military personnel who understand the expanded opportunities for advancement in their existing career paths that will be possible with this professional doctorate.

Finally, as noted earlier, several past DSS graduates who transferred to another university to earn a PhD (because DSS now offers no terminal degree) have sent letters observing that they would have remained at DSS to earn a professional doctoral degree if they had the option to do so at the time. These are included in Appendix B.

(The names of over 60 students who have expressed the interest described above and their corresponding emails are available upon request).

Evidence of Sites for Externship Placement

One semester of DSS 720, *Internship/Professional Experience*, will be required for all DDSS students. Internships in professional offices in the field are an important part of a student's educational training. In addition, for DDSS students who are not already mid-career or active duty military Officers, internships in government offices and some industry offices are particularly helpful because students often are able to receive a security clearance as part of their internships, which can be enormously helpful to beginning careers in public service.

There is no question whatsoever regarding the availability of internship sites for placement because the existing DSS 720 program has a long-standing and highly-successful history. For more than two decades DSS student have pursued internships at a wide range of professional sites. These sites have included, for example:

American Foreign Policy Council

Boeing Company

Business Executives for National Security

Center for European Policy Analysis

Center for Strategic and International Studies

Centers for Disease Control and Prevention

Congressional offices

Defense Intelligence Agency

Defense Threat Reduction Agency

Department of State

Evan & Cambers Technology

Federal Bureau of Investigation

Foundation for the Defense of Democracies

Heritage Foundation

Institute for Science and International Security

Johns Hopkins Applied Physics Laboratory

Lockheed Martin Corp.

Missile Defense Advocacy Alliance

Missile Defense Agency

National Defense University's WMD Center and Regional Centers for Security

National Geospatial Intelligence Agency (NGA)

National Institute for Public Policy

Naval Criminal Investigative Service

Naval Historical Office

Naval Surface Warfare Center Dahlgren Division

Naval Surface Warfare Center Indian Head Divisions

Office of the Chief of Naval Operations

Office of Naval Intelligence

Office of the Secretary of Defense

Partnership for Global Security

Potomac Institute

Raytheon Corporation

Telecommunications Industry Association

U.S. Strategic Command

Vietnam Veterans Association

William Perry Center for Hemispheric Defense Studies

In addition, many, perhaps most of the doctoral students expected to enroll in this program will be mid-career students or active duty military Officers. These students would not have the liberty to leave their professional positions to undertake an internship elsewhere. These students would be expected to complete their 720 assignment within the context of their daily professional positions. Consequently, the need for internships sites for the doctoral program will be limited, and the needed number of sites will easily be met given the DSS program's existing relationships with government and industry offices.

Accreditation

There is no relevant accreditation for the proposed Doctorate of Defense and Strategic Studies.

Appendix A

Memo from the University of Missouri Regarding Collaboration

University of Missouri

Graduate School

210 Jesse Hall
Columbia, MO 65211

PHONE 573-882-6311

TO: Julie Masterson, Associate Provost and Dean of the Graduate College

FR: Jeni Hart, Vice Provost of Graduate Studies and Dean of the Graduate School

RE: Proposed Defense and Strategic Studies Doctoral Program

DATE: April 12, 2019

This memo serves as confirmation that Dr. Masterson and I have discussed potential collaboration between the University of Missouri and Missouri State University to deliver the proposed doctoral program in defense and strategic studies designed by faculty at Missouri State University. The University of Missouri has expertise in the area of strategic studies but has no foreseeable plans to offer a *professional doctorate* in this field. Further, the doctoral faculty at the University of Missouri who have expertise in strategic studies have been consulted and they do not have the capacity to collaborate to deliver the proposed degree at this time.

I appreciate the cooperative and collaborative spirit from our colleagues at Missouri State and wish them the best as they continue to pursue this professional doctoral program.

Appendix B: Student Letters Expressing Interest

Mr. Matthew Costlow
9005 Tyler Court
Manassas, VA 20110

Date: March 19, 2019

To Whom It May Concern,

As a graduate of Missouri State University's Department of Defense and Strategies Studies (M.S., 2012), I would like to add my voice in strong support for the University's efforts to introduce a professional doctoral degree program in defense studies.

Following graduation in 2012, I began to consider pursuing a Ph.D. at a local university, of which there were many to choose from-American, Catholic, Georgetown, George Washington, etc. As I researched each university, a few things became clear - they were all too expensive and did not have enough flexibility in class times and schedules to accommodate full time working students like myself.

The one university that I found which fit the above criteria was George Mason University (GMU), located in Fairfax, VA, where I am now in my third year of pursuing a Ph.D. in Political Science. While GMU offers excellent academic programs at an affordable rate, there was one major drawback which made me hesitate -its relative lack of faculty with extensive defense experience in international security relations.

Studying international security and defense issues, more than most other academic subjects I would argue, requires educational grounding in both its theoretical and practical aspects. While many of the professors at GMU offer excellent theoretical surveys of the International Relations field, very few of them have worked as defense officials in the U.S. government with serious responsibilities for policy making - where theory meets reality.

I understand that the new MSU professional doctoral program will be both affordable, tailored to full-time working students, and retain many of the current professors -who also are as true defense professionals - on staff, a combination that I can say with confidence is unparalleled in the broader Washington, D.C., area. If such an option had been available to me when I was searching for a doctoral program, it surely would have been at the top of my list.

The knowledge I gained and the connections I made at Missouri State University were absolutely the springboard for my continued employment and further graduate studies, and I certainly hope the University will support in every way possible the new professional doctoral program at the Department of Defense and Strategic Studies so that others can benefit as I have.

Respectfully,

Matthew R. Costlow
(DSS, Class of 2012)

Washington, D.C.
March 27, 2019

To Whom It May Concern:

I am writing to support the proposed expansion of the Missouri State University's Department of Defense and Strategic Studies (DSS) Program to include doctoral studies.

A 2011 graduate of the DSS Program, I have been a doctoral student at George Mason University's Schar School of Public Policy for the past 4 years. While I have enjoyed the intellectual challenges and overall educational experience during my time at George Mason University, I would have strongly preferred continuing my doctoral studies at the DSS Program if the option had been available. Many of my friends and fellow DSS alumni feel the same way.

Based on my experience with the DSS Program as a student and a lecturer, as well as my experience at George Mason's doctoral program, I would offer that the DSS Program meets several essential prerequisites for a successful doctoral program:

- Academic excellence. In recognition of its strong standing, the National Defense University chose the DSS program to further education of its own students, among vigorous competition with other schools that offer national-security focused courses.
- Strong faculty. Professors at DSS have decades-worth of experience from both academia and public policy. This provides students with a rigorous understanding of how national policy is formulated and implemented, and puts them at an advantage relative to graduates of other programs with a national security focus.
- Name Recognition. Graduates of the DSS program are known for understanding intricacies of national security policy and processes, which makes them uniquely valuable for positions in all levels of the government, business, and academia.
- Distinguished alumni network. Some of the most brilliant practitioners of public policy are alumni of the DSS program, including from the time it offered doctoral studies at the University of Southern California.

Over the past two decades, the United States has seen the emergence of many increasingly complex and pressing national security challenges. The resulting demand for critical strategic thinking skills and subject matter expertise continues to grow in numerous fields. The DSS program has been one of a few centers of excellence for such thinking. Expanding the program to include doctoral studies is not only in Missouri State's interest, but would serve the national interest as well.

Sincerely,

Michaela Dodge

Michaela Dodge
DSS Graduate 2011

31 March 2019

TO: Defense and Strategic Studies Program
        901 South National Avenue
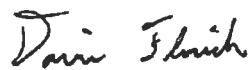   Springfield, Missouri 65897

FROM: Davis Florick
        3000 South Randolph Street
        Arlington, Virginia 22206

To whom it may concern,

I have worked in the Department of Defense for nearly a decade, since beginning during my senior year at Creighton University in 2009. A professional doctoral degree will provide the ideal opportunity to advance within my career field. As an international relations specialist, I believe that the ability to improve my intellectual grasp of the topic by furthering my education is vitally important.

A doctoral degree is a valuable step in developing a more comprehensive understanding of international relations and its many dynamics. An educational experience focusing on both the historical and regional context for different issues will help me gain a much more nuanced awareness of the issues I deal with on a daily basis. To do so as part of the Defense and Strategic Studies Program will offer me the unique opportunity to work with a world class faculty, one that I have had professional experience with. I am confident this program in particular provides the best environment to connect my background with the intellectual development of international relations.

That the Defense and Strategic Studies doctoral degree is a professional one makes this program all the more worthwhile. Working in the Department of Defense, I have found that it is sometimes difficult to take time off for academic growth. Thus, being able to continue working while furthering my education is invaluable. Additionally, the structure of the program provides a clear path to completion, something which I greatly prefer. This program will help me to obtain supervisor support and will ensure a more predictable and efficient academic experience.

Davis Florick

From:	Griffin, Timothy R
Sent:	Wednesday, May 8, 2019 4:05 PM
To:	Fedorchak, Kathy L
Subject:	Statement of Interest - DSS Doctoral Program

Greetings Kathy,

I am writing to express my interest in the doctoral program in the Department of Defense and Strategic Studies as it has been my ambition to work for the government of the United States. My areas of interest include foreign policy, national security, and international affairs. I wish to utilize my academic and military experience in an intelligence agency. Ultimately, I see my future in Washington, D.C.

I believe this doctoral program will be perfect for my future goals, and I confidently consider myself qualified for the tireless responsibilities of graduate school. I look forward to learning more about the program and sending an official application. Please let me know if there is anything else I may provide you.

Thank you for your consideration

Timothy R. Griffin

Master of Global Studies
Political Science
Homeland Security and Defense
Missouri State University

To: Dr. Keith Payne
From: Denver Johnson
Subject: Letter of Interest DSS Doctoral Program
Date: 01/18/2019

Dr. Payne,

My name is Denver Johnson and this letter is to express my interest in joining the DSS Professional Doctoral Degree program. Additionally, I am interested in starting in the summer semester of 2019 in anticipation of the Doctoral program starting with Missouri State University's Defense and Strategic Studies Program. This program is exactly in line with my professional experience and education.

Currently, I am an Instructor with the U.S. Air Force Nuclear College located on Kirtland AFB in Albuquerque New Mexico where I teach Nuclear Security along with other courses we offer to Airmen and Civilians in the Nuclear Enterprise. Prior to this, I was a Federal Agent for 15 years with the National Nuclear Security Administration (NNSA) where I transported and protected Nuclear Weapons, materials and components within the Continental United States (CONUS). Before that I was a Special Response Team (SRT) member at Lawrence Livermore National Laboratory (LLNL). Lastly, I served 10 years (Active and Reserve) in The U.S. Air Force as Security Forces member.

I was a PhD student with Capella University and have a completed a few courses until I decided to go on Hiatus due to cost issues. I hold a professional Certificate with Cornell University, a Master's Degree from George Washington University and a Bachelors from Southern Illinois University. I am an Adjunct Professor with Wayland Baptist University teaching undergraduate Terrorism course and teach graduate courses in National security with The University of New Haven.

Being a civilian employee with the Department of the Air Force and under the Air Force Institute of Technology (AFIT), I have the opportunity to have my education costs paid for by my agency. This is an amazing opportunity to not take and if I am selected to your program, I would be humbled and honored to be a part of an exciting and important program. I would contribute to the program immensely due to my background and provide value and rich dialogue to each course and conversely gain knowledge and insight from my peers and colleagues.

Thank you for your consideration. Respectfully Submitted,

DENVER JOHNSON, CIV, USAF
Nuclear 300 Assistant Course Manager
Air Force Nuclear College - AFIT/OL-A
8901 Hardin Blvd SE/Bldg. 20724
Kirtland AFB NM
505.853.1239 (DSN 263)
denver.johnson.2@us.af.mil
codethree2001@yahoo.com
(505)228-7815 Cell

February 14, 2019

Dr. Keith Payne –

It has come to my attention that Missouri State University is considering adding a doctoral degree as part of the Defense and Strategic Studies Program (DSS). As a former DSS graduate, I strongly support this initiative. The DSS graduate program provided me the necessary foundation to be a critical thinking, young professional in the Defense sector.

I believe expanding the program to include a doctoral degree is a logical and welcome evolution that brings DSS back to its historic academic preeminence. While located at the University of Southern California, students were able to attain a doctoral degree. Many of these alumnus now serve at the highest levels of government and academia. As a government civilian in the Department of Defense, the Doctor of Defense and Strategic Studies (DDSS) program would provide me a competitive edge. Further, the program would offer students an opportunity to enhance their professional proficiency and credibility.

The Department, under your direction, has distinguished itself as a center of excellence that equips students to engage at the decision table and not from the sidelines. It is unique among Washington, D.C. higher education programs as it combines rigorous academic requirements with practical application. I have no doubt that a DDSS program would train and equip leaders with the ability to engage and excel at all levels of government and academia. I welcome the opportunity to continue my education and look forward to Missouri State University adding the program to their academic portfolio.

Very Respectfully,

Stephanie Koeshall
Senior Analyst, Security Cooperation
Office of the Under Secretary of Defense for Policy

DEPARTMENT OF THE AIR FORCE
AIR EDUCATION AND TRAINING COMMAND

2 May 2019

Captain Joshua D. Moore, USAF
ICBM Operations Instructor
532d Training Squadron
1472 Nevada Avenue, Suite 127
Vandenberg AFB CA 93437-5327

Academic Review Board
Defense and Strategic Studies Program
Missouri State University
9302 Lee Highway, Suite 760
Fairfax, VA 22031

To whom it may concern,

I would like to take a moment to express my interest in pursuing a professional doctorate degree in Countering Weapons of Mass Destruction through your program.

Professionally, I have spent nine years conducting nuclear operations with the United States Air Force, with time as an operator, instructor, evaluator, flight commander, and certified Air Education and Training Command instructor at the Air Force's ICBM Initial Skills Training School.

Academically, I received a Bachelor of Arts degree in History from Michigan State University in 2010, as well as a Master's of Science degree in International Relations from Troy University in 2017. As a graduate student, I focused on National Security Affairs within the program and would like to continue my studies in nuclear policy at the doctorate level.

A professional doctorate degree through your program would be of significant importance to me professionally as it would continue to broaden my understanding of nuclear policy and would prepare me for higher levels of responsibility as I begin moving into positions that allow me to develop nuclear policies that impact our national security.

Thank you for your time and consideration in the matter and I hope to have the opportunity to continue my education under your program.

Sincerely

JOSHUA D. MOORE, Capt, USAF
532d Training Squadron

March 25, 2019

To Whom It May Concern,

I am writing to express my interest in the potential Professional Doctorate program at Missouri State's Defense and Strategic Studies program. As a current Missouri State DSS Masters student, I have been exploring my options for further schooling when I heard that Missouri State might soon offer its own professional doctorate.

This potential program has all of the aspects that I was looking for in a potential doctorate program; it is easily accessible to students who have full-time jobs, it has full-time and part-time study options, it boasts online classes, and it caters to my interests in this field.

It is my hope that this program will soon come to fruition so that I can potentially continue my education with the same school where I began my education. Further, I would be interested in any further information about this degree program should it come available.

Sincerely,

Corey Pfluke

↩ Reply all | ∨   🗑 Delete   Junk | ∨   •••

MSU Professional Doctorate Option

P   **Pisarcik, Sarah E CIV USARMY MEDCOM APHC (US)** <sarah.e.pisarcik.civ@mail.mil>

👍   ↩ Reply all | ∨

Mon 12/17, 6:16 AM
Payne, Keith B ≫

Inbox

You replied on 12/19/2018 2:36 PM.

Dr. Payne,

I would like to thank you again for your time and dedication to our class this past semester. Between the visiting professors and your class lectures, I learned so much, thank you!

Although this is only my first semester in the MSU CWMD MS program (2018 NDU Cohort), as I mentioned a few weeks ago, I am very interested in pursuing the Doctor of Defense and Strategic Studies option; it's exciting to know that opportunity is on the horizon. If you have any further questions for me or if there is anything I can do to assist with the initiation of the program, please feel free to let me know.

Thank you again, and I look forward to hearing more about MSU's Professional Doctorate option in the near future.

Happy Holidays.

V/r,
Sarah Pisarcik, MS, MBA
Microbiologist
Army Public Health Center
Environmental Health Risk Assessment Division
(w) 410-436-8134
(c) 724-422-0462

Fedorchak, Kathy L

Hey Kathy,

I am extremely interested in the Doctoral Program! In fact, I can state with certainty that I will be applying, assuming the program receives the necessary approvals.

Please let me know if there are further updates on the program, or if I can provide any additional information. I am looking forward to meeting you at Commencement.

Best,

Landon Swearngin

From:	Taylor, Ryan P
Sent:	Wednesday, April 24, 2019 3:05 PM
To:	Fedorchak, Kathy L
Subject:	Doctoral Program

Kathy,

My name is Ryan Taylor and I am a current DSS student about to graduate this upcoming May. I would indeed be interested in taking part in the doctoral program.

Respectfully,
Ryan Taylor

↩ Reply all | ∨   🗑 Delete   Junk | ∨   •••

Re: Doctoral program

JZ   **Joseph zeman <joezeman955@gmail.com>**   👍   ↩ Reply all | ∨
      Today, 9:24 AM
      Payne, Keith B ∨

Inbox

Dr. Payne,

Thank you for the reply. I listened in via Zoom during your initial address and couldn't believe what I was hearing. It would be an honor to continue my education underneath this faculty. It's difficult for me to put into words just how amazing of an opportunity this would be.

No further question as of now, but I will continue to closely monitor any developments relative to the programs approval.

v/r
Joe Zeman

Appendix C: Endorsement Letters from Government/Industry Leaders

Letters From Government and Industry Leaders Attesting to the Need for This Professional Doctoral Program

Ms. Jeanine Esperne	Former Professional Staff, U.S. Senate; Serving Senior Official, Northrop Corp.
Mr. Brian Green	Former Professional Staff; House Armed Services Committee; Retired Senior Official, Aerojet Corp.
Mr. Douglas Graham	Former Senior Official, Department of Defense; Serving Senior Official, Lockheed Corp.
Dr. John Harvey	Former Director, Stanford University's Center for International Security and Arms Control; Former Senior Official, Department of Energy and Department of Defense
Dr. Thomas Karako	Former Professional Staff, U.S. House Armed serviced Committee; Serving Senior Fellow, Center for Strategic and International Studies
Mr. Mitch Kugler	Former Professional Staff, U.S. Senate; Serving Vice President, Raytheon Corp.
Dr. John Mark Mattox	Former Dean of the Defense Nuclear Weapons School; Serving Senior Research Fellow, Center for the Study of WMD, National Defense University
Dr. Thomas Mahnken	Serving Senior Research Professor, Johns Hopkins University and Director, Center for Strategic and Budgetary Analysis
Dr. Brian Mazanec	DSS Graduate, Class of 2009; Serving Assistant Director, Government Accountability Office (GAO), Defense Capabilities and Management Team
Dr. Eric Thoemmes	Former Professional Staff, U.S. Senate; Serving Vice President, Lockheed Corp.

Dr. Keith Payne
Missouri State University
Department of Defense and Strategic Studies
9302 Lee Highway, Suite 760,
Fairfax, VA 22031

Dear Dr. Payne,

It is with pleasure that I write in support of establishing a Doctor of Defense and Strategic Studies (DDSS) at Missouri State. Throughout my career in Congress, the Department of Defense, and industry I have found one common denominator among the policy influencers who I admired the most. That is, they received a graduate education in national security studies. Although many believe the study of strategy and security policy are exclusive realms of the military, you and I are aware that is not the case. Civilians are the key policy makers in Washington, D.C. through their roles in the legislative or executive branches of government, through Think Tanks and even through industry.

The role of the civilian strategist is perhaps epitomized by Herman Khan, Bill Van Cleave, yourself, and many others too numerous to name who received specialized national security training by the best minds in the field. They went on to translate that knowledge into actionable policies and positions by the United States government that have affected generations.

Industry also plays an important role. The aerospace and defense industry has gone well beyond just making hardware sales. Some very advance thinking about facing future threats is coming from the industry side through entities such as the Northrop Grumman Analysis Center. Other industries not historically engaged in national security discussions such as utilities and banks now know they must understand the security environment on a world-wide scale to handle threats and manage global business. DDSS graduates would be a natural fit for such entities.

There is no room for mediocre analysis in the stark security times we now face. A program such as DDSS which is sure to promote the most thorough and thoughtful curriculum will be an invaluable contribution to the Washington policy arena in all levels of government and industry.

Thank you for the opportunity to offer my personal views.

Jeanine Esperne

Mr. Brian Green
384 Glenmont Farm Road
Fort Valley, VA 22652

February 11, 2019

Department of Defense and Strategic Studies
Missouri State University
9302 Lee Highway, Suite 750
Fairfax, VA 22031

Dear Sir/Madam:

I understand that Missouri State University is submitting an application to expand its Defense and Strategic Studies program to offer a doctorate in this field of study. I would like to add my strong support for such a course of action.

The nation will clearly benefit from such an expansion. I am confident of this as a result of my experience in government, both in the legislative (senior staff on the House and Senate Armed Services Committees) and executive (Deputy Assistant Secretary of Defense for Strategic Capabilities, OSD Policy) branches. That experience convinces me that a cadre of young men and women, thoroughly steeped in the breadth and depth of the security needs of the nation—military, diplomatic, intelligence; policy and strategy; technology and operational considerations; concepts and processes and practice—will be key to allowing us to face security challenges that continue to grow rapidly. The proposed expansion will build on the superb results of the current master's program by providing the nation's security institutions with individuals more thoroughly prepared to establish and implement the policies and programs needed to meet these challenges.

What may be less appreciated is that the defense industry—where I have spent the last eight years of my career (Executive Director of Washington Operations, Aerojet Rocketdyne)— will also benefit from such an expansion. The relationship between government and the defense industry is more complicated and subtle than is often recognized. Industry seeks to meet national security needs, but government is often reluctant or unable to share information and perspective critical to this endeavor because of security, fairness, or other concerns, and

sometimes simply because government doesn't know. Likewise, government does not always have sufficient insight into the needs and challenges that industry faces.

I am very confident that industry will recognize the value of individuals with a deeper understanding of the trends underlying government policy and programs. Such understanding will allow both independent analysis from an industry perspective and effective communication with government counterparts. These individuals ultimately will help the bottom line by more effectively aligning company capabilities and expertise with government needs. Further, such individuals will be fully capable of moving, as needed, between executive, legislative and industry responsibilities, enhancing their value to both industry and government.

The graduate Department of Defense and Strategic Studies has done a suburb job of providing highly qualified individuals to the national security establishment for many years now. Offering your students the opportunity to further enhance their qualifications is eminently sensible, and I strongly support Missouri State University's application to expand its Defense and Strategic Studies program to include the professional doctorate degree.
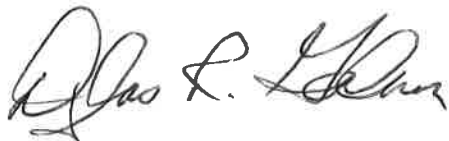
Sincerely,

Brian Green

Douglas R. Graham
19248 Donna Court
Morgan Hill, CA 95037
(408) 345-1604

February 13, 2019

I welcome the opportunity to submit a letter in support of establishing a Missouri State University Doctoral Degree Program in Defense and Strategic Studies. I spent the first 12 years of my professional career serving in the Legislative and Executive branches of the U.S. Government; followed by 25 years as an aerospace industry executive here at Lockheed Martin. As a result, I can attest to the current and growing need for individuals with advanced degrees in defense and strategic studies. I have many friends and colleagues with such degrees who are serving in key U.S. Government and industry positions, and have hired several such individuals myself here at Lockheed Martin. These individuals bring a unique and invaluable perspective on both the international security environment and the policies and capabilities we need as a nation.

With the end of the Cold War, and the ensuing decades when our nation was focused on the Global War on Terrorism, I witnessed a reduced priority and interest in this sort of serious academic training, and it was a source of great concern to me. With the renewed focus on Near Peer Competition, it is even more critical that our nation places a renewed emphasis on defense and strategic studies. If the U.S. is to remain the global leader, we must produce leaders who understand the international security environment and can define the right policies and capabilities needed to meet our security needs. This includes graduates in engineering, math, science, and defense and strategic studies. As a nation, we are not producing enough students with these skills, which is both a challenge and an opportunity. From an opportunity perspective, I have every confidence that the U.S. aerospace industry and related Government agencies can and will hire the qualified students we are able to produce. We will certainly continue to hire such individuals at Lockheed Martin.

Thank you for this opportunity to convey my support for this initiative.

8 April 2019

To Whom It May Concern:

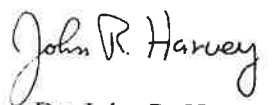Subject: Regarding a doctoral program in Defense and Strategic Studies at Missouri State

I am pleased to write this letter highlighting the need for additional doctoral programs in Defense and Strategic Studies including the possibility of establishing such a program at Missouri State University. By way of introduction, in August 2013 I retired from government service; in my last assignment I served as Principal Deputy Assistant Secretary of Defense for Nuclear, Chemical and Biological Defense Programs. Prior government service included Director, Policy Planning staff at the National Nuclear Security Administration and Deputy Assistant Secretary of Defense for Nuclear Forces and Missile Defense Policy. Before that, I directed the Science Program at Stanford's Center for International Security and Arms Control. I started my career as a physicist at the Lawrence Livermore National Laboratory.

Having extensive experience in the national security field, both in academia and government, I want to express my strong concern about the state of advanced research and training in such critical areas as deterrence, strategic stability, nuclear threat reduction and national security more broadly. Since the end of the Cold War almost three decades ago, this work has been significantly scaled back in the academy. Unfortunately, some of the optimistic assumptions about the future international security environment have not come to pass. It has become clear, particularly over the last decade, that we live in a still dangerous world in which Russia and China remain as hostile adversaries, and threats from other states possessing weapons of mass destruction continue to evolve. Many colleagues share my concerns including General John Hyten, Commander, U.S. Strategic Command, and have pressed for many years to strengthen training for the next generation of nuclear weapons experts.

Masters Programs at schools such as Stanford, the Kennedy School at Harvard, Missouri State and a few others continue to provide critical training in nuclear weapons policy and strategy. At the same time, advanced research and writing in critical disciplines has fallen off significantly. We must restore, revitalize and expand doctoral programs that will provide more sophisticated skills and create the knowledge for developing and advancing new approaches for dealing with a rapidly evolving international security environment. Establishing a doctoral program at Missouri State, which both trains and places its Masters graduates in important jobs in the U.S. national security community, would benefit the nation greatly.

Please contact me directly (johnrharvey46@gmail.com) if you would like to discuss my concerns in more detail.

Very best regards,

Dr. John R. Harvey

February 12, 2019

To Whom it May Concern:

I write in support of the prospective Doctorate of Defense and Strategic Studies program under consideration for the Washington DC based arm of Missouri State University (MSU).

By way of background, my career has straddled the academic and policy world with a focus on national security. I am currently a senior fellow at the Center for Strategic and International Studies, the defense think tank in Washington, DC, have worked for the House Armed Services Committee, and have been a university professor teaching for over fifteen years.

At CSIS, my team and I on the Missile Defense Project look at a wide range of policy, program, and strategic issues related to missiles and missile defense, as well as U.S. and allied strategic forces. My teaching experience has included both undergraduate and graduate programs for both large universities and small liberal arts colleges, including Carnegie Mellon University, Georgetown University's Security Studies master's program, Kenyon College, and the national security master's degree program at California State University, San Bernardino.

Over the past four years, I have hired two graduates of the MSU masters' program for full time employment in my program, as well as three or four research interns, who work for six-month stints. Several other graduates have been employed by other programs at CSIS in recent years. I am confident that the leadership of the MSU Defense and Strategic Studies program would craft a rigorous and challenging study plan to equip their professional doctoral studies to be highly competitive in the policy world.

To be sure, there are a variety of other security studies programs in existence already. Based on my experience with the policy, think tank, and government security landscape, however, I believe that the demand for professionals with quality training in security studies still far exceeds the supply, and that the additional rigor of a doctoral program represents a differential from the high number of master's degrees. Additional years of study and writing are required to develop the subject matter expertise that is useful for many professional positions.

Having known the leadership of the Missouri State University's Department of Strategic Studies and their record with job placement of their graduates, I am confident of their ability to shape a professional doctoral program that would generate even more highly skilled and competitive professionals. Such graduates would be sure to receive a careful look in job applications at places such as CSIS.

In sum, I believe the prospect for the MSU doctorate in defense and security studies would provide a benefit to the community, and I look forward to its realization. If of interest, I would be happy to discuss further, and am available by telephone at 202.741.3877. Please do not hesitate to reach out if you have any questions.

Sincerely,

Dr. Thomas Karako

Raytheon

Raytheon Company
1100 Wilson Boulevard
Arlington, Virginia
22209 USA

February 6, 2019

Keith Payne, Ph.D.
Department of Defense and Strategic Studies
Missouri State University
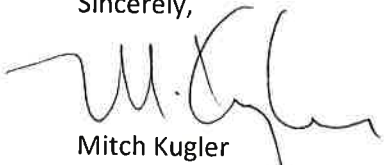9302 Lee Highway, Suite 760
Fairfax, VA 22031

Dear Dr. Payne,

I am writing to express my enthusiastic support for your effort to create a professional Doctorate in Defense and Strategic Studies (DDSS). For many years, I have been involved in hiring for defense-related positions both on Capitol Hill and in the defense industry. I have interviewed many candidates with a range of backgrounds, from military and government service to engineering, finance and investment banking, among others. What is often missing, even in those candidates from the military and other civilian-related defense and policy backgrounds, is deep defense domain knowledge, from processes (e.g., budgeting, capability development, legislative) to the interactions among the key institutions (e.g., Congress, the Executive Branch, defense industry, and Third Parties, like think tanks), to broad policy expertise and knowledge of the military, defense capabilities and the defense industrial base. There are also gaps in international security issues, which most International Relations degrees do not adequately cover.

A doctoral program focused on future practitioners versus aspiring academics would go a long way toward remedying situations in which we find candidates that are sometimes very deep and narrow, but lacking in the broader, interrelated areas that we must confront every day. Currently, when we find candidates who have moved among government, military, industry and academia, and gained broader domain knowledge, they are usually well along in their careers. A doctoral program that would produce well-rounded defense professionals with a depth of domain knowledge would be attractive not just for addressing the personnel needs of defense industry, but also for those of Capitol Hill, the Executive Branch (especially the Department of Defense, Department of Homeland Security, the State Department, National Security Council, and the Intelligence Community), think tanks, and even investment banks, among others.

The doctoral program you envision also would be ideally located in the Washington, DC, area in the heart of the "market" for the kind of advanced defense professionals you would develop. Please keep me apprised of the status of the program. I will be looking forward to interviewing some of your future graduates.

Sincerely,

Mitch Kugler
Vice President, Corporate Strategy

JOHN MARK MATTOX, PH.D.

4371 Penwood Drive
Alexandria, Virginia 22310
john.mark.mattox@gmail.com

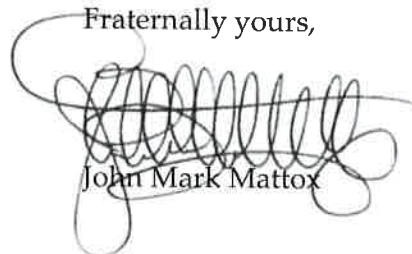TO WHOM IT MAY CONCERN

April 16, 2019

I am the former Dean of the Defense Nuclear Weapons School and currently a Senior Research Fellow at the Center for the Study of Weapons of Mass Destruction at National Defense University in Washington, D.C. For the past 7 ½ years, I have had the honor to serve as the Director of the Department of Defense's Countering Weapons of Mass Destruction Graduate Fellowship Program, conducted in conjunction with Missouri State University.

I recently learned, to my delight, that the Missouri State University Department of Defense and Strategic Studies is contemplating the establishment of a professional doctoral program. My professional purview convinces me that such a program is very much needed, in the interest of promoting peace, to equip practitioners with a correct understanding of the difficult questions surrounding weapons of mass destruction—questions which all to often are obscured or even distorted in popular discourse. Moreover, I am highly confident that if such a program were to come to fruition, it would not lack for qualified applicants.

Missouri State University already performs a tremendous public service by locating its Graduate Department of Defense and Strategic Studies close to the nation's capital, where the right people can avail themselves of the right blend of professional practice and graduate education that is, frankly, not obtainable elsewhere. I frequently tell my colleagues that Missouri State University's Defense and Strategic Studies program is "the best-kept secret in Washington". The addition of a professional doctoral program will only increase the value of Missouri State University's presence here; and that enhanced presence will reflect great credit on the University.

I applaud the University for its commitment to provide a serious academic program that deals with the most seriously consequential political undertakings imaginable.

Fraternally yours,

John Mark Mattox

JOHNS HOPKINS
SCHOOL *of* ADVANCED
INTERNATIONAL STUDIES
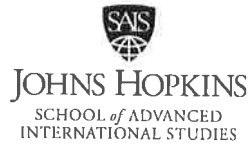
April 5, 2019

Dear Sirs:

I am writing in support of the proposal to establish a Doctorate of Defense and Strategic Studies (DDSS) at Missouri State University to meet the needs of mid-career practitioners in the national security field. This is an idea whose time has come; it will fill an existing void in graduate offerings in the strategic studies/security studies field in the United States.

The standard Ph.D. program at most American universities is aimed at producing professors for higher education and serves that goal well. Such a curriculum is, however, ill-suited to mature adult practitioners who hope to hone their skills in logical expression, research, and writing, as well as to expand their expertise in an area of professional interest, but who have no desire to teach in higher education. In the British educational system, such candidates would be able to take a course of study leading to the award of a D.Phil., a research-based degree centered upon the completion of a thesis but without many of the methodology, breadth, and language requirements of the American Ph.D. However, up until now there has been no equivalent of the D.Phil. in U.S. academia, which is a major deficiency.

In my own case, across my academic career I have had numerous students approach me about the prospect of pursuing a doctoral degree. Most of them have been a poor fit, due to their career goals, for a Ph.D.; what they need is a D.Phil. I generally counsel these individuals to seek admission to such programs in Great Britain, such as those at King's College, Oxford, or Reading. It is, however, a shame to direct such students abroad because of the lack of a "D.Phil." in the United States.

Johns Hopkins University has recently begun to fill this gap by establishing a Doctorate of International Affairs (DIA) degree for mid-career practitioners that is meant to meet this need. However, that program is aimed at a different part of the market than the proposed DDSS. As a result, I feel strongly that it would make sense for Missouri State to establish the DDSS to give mid-career practitioners the ability to continue their study and build their expertise in national security issues, and particularly in countering Weapons of Mass Destruction. The market for this is substantial.

If I can be of any further assistance, please do not hesitate to contact me at tmahnken@jhu.edu or at 703-943-9880.

Sincerely,

Thomas G. Mahnken, Ph.D.
Senior Research Professor
Director, Advanced Strategy Program
Merrill Center for Strategic Studies
Johns Hopkins SAIS

Brian M. Mazanec, PhD
12840 Point Pleasant Drive
Fairfax, Virginia 22033

September 16, 2018

Keith B. Payne, PhD
Professor and Department Head
Department of Defense and Strategic Studies
Missouri State University
9302 Lee Highway
Fairfax, Virginia 22031

Professor Payne:

I am writing to offer my deepest thanks and gratitude for the Defense and Strategic Studies (DSS) program. When I enrolled in the program 12 years ago, I could never have imagined the profound impact the experience would have on my professional and academic career. I strongly recommend the program for any prospective student interested in beginning or advancing their career working on national security issues.

The rigorous DSS graduate courses provided me with a sound foundation in international security, nuclear strategy and arms control, intelligence, and other important national security topics. Further, the fact that many of the professors had extensive real-world experience in the highest levels of government ensured that the coursework was grounded practically. I can recall numerous times when my instructors could not only explain the relevant theory or concepts but then went on to provide first person examples of the principles at work. For example, one instructor was able to describe arms control and disarmament verification concepts but then went on to detail their direct experience in negotiating with the Libyan regime to abandon its WMD program.

I can say with certainty that I would not have been hired by my current government agency had I not gone through the DSS program. However—and perhaps more importantly—DSS also enabled me to thrived at my agency once I was hired. The analytic skills and rigor instilled by the program helped me quickly rise from a GS-12 equivalent position to the Senior Executive Service in less than a decade.

The DSS program also set me up for continued academic success. My intellectual curiosity truly germinated in the program and soon after graduating in 2008 I enrolled in a doctoral program at George Mason University in order to continue my academic growth. The methodological skills and

critical thinking foster during my time at DSS enabled me to succeed in this endeavor. In addition to successfully completing the doctoral coursework and reaching candidacy, I expanded on my cyber-focused DSS master's thesis, turning it into my dissertation project and eventually a book published by the University of Nebraska Press in 2015. I have since published another book and co-authored a textbook on cyber conflict that will be published by Routledge Press at the end of this year.

I recently learned that DSS may soon be offering a professional doctorate. Had this been available when I was a student, I would not have hesitated to enroll to continue my academic studies. I would recommend DSS—masters or doctorate—to anyone I meet who is exploring their academic options.

The DSS program has played an indispensable role in my professional and academic growth. I will forever be grateful for the experience and give the program my highest recommendation. Please don't hesitate to contact me at brianmazanec@gmail.com if you'd like to discuss my DSS experience further.

Gratefully,

Brian M. Mazanec, PhD

Lockheed Martin Corporation
2121 Crystal Drive #100 Arlington, VA 22202

LOCKHEED MARTIN

Eric Thoemmes
Vice President
Space, Missile Defense & Strategic
Lockheed Martin Government Affairs

October 31, 2018

Dr. Keith Payne
National Institute for Public Policy
9302 Lee Highway, Suite 750
Fairfax, VA 22031-1214

Dear Dr. Payne,

I'm writing to express my pleasure and enthusiasm in hearing that the University of Missouri will be offering a professional Doctorate Degree program in Defense and Strategic Studies (DSS). I believe that this step will significantly strengthen and expand the value of the DSS Program and help produce outstanding graduates and successful professionals for years to come.

The Doctorate Degree I received through the DSS Program in 1988 helped pave the way for my career in Government and Industry. Having served for thirteen years in the United States Senate in various staff positions, and for seventeen years as a Government Affairs Vice President at Lockheed Martin, I cannot over-state the many ways that my doctorate degree has helped me succeed in complex and challenging professional situations. The doctorate degree initially opened doors, and then contributed to my ability to function at a high level of proficiency even before gaining the practical knowledge that one eventually accumulates on the job. The degree gave me deep subject matter expertise, problem solving skills, and the ability to write and speak effectively. These tools continue to contribute to my success to this day. Companies like Lockheed Martin are continuously looking for qualified and talented employees, in a variety of fields. Although we recruit more graduates with engineering and other technical degrees than other fields, the corporation needs qualified strategists, business development professionals, and those specializing in government relations. I found that my doctorate degree in defense and strategic studies from the DSS program qualified me to serve in any one of these, and other fields. A doctorate degree would distinguish any graduate and set him or her apart when being considered for employment in industry or government.

I've had direct, practical experience with the graduates from the DSS program, as Lockheed Martin sponsors an annual internship with the University that I supervise. Not only have these students gained valuable insights in this year-long program, but they have also brought significant skills and value to the company. In the future, once the University is granting doctorate degrees in the DSS field, I would expect that these students would be even more qualified to step into internships that ultimately transition into fulltime employment in industry or government.

I am excited by the prospect that the DSS program will once again offer a doctorate degree. I'm looking forward to meeting and working with the outstanding professional scholars who will undoubtedly be produced by your program. Good luck as you transition into this exciting new phase.

Sincerely,

Eric Thoemmes

Eric Thoemmes
Vice President

Appendix D: U.S. Army White Paper

3rd CM BDE White Paper

The U.S. Army Chemical Corps' Framework for Integrating Strategic Level Thinking in its Company Grade Officers.

Integrating *Missouri State University's Department of Strategic Studies Program*
into *Leader and Academic Development during the CBRN Captains Career Course*

Our leaders, then, are going to have to be self-starters. They're going to have to have maximum amounts of initiative ... critical thinking skills ... [and] character, so they make the right moral and ethical choices in the absence of supervision under intense pressure in combat.
General Mark A. Milley, Chief of Staff of the Army

25 April 2019

3rd Chemical Brigade
U.S. Army Training and Doctrine Command

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Section 1: Background (A Joint Effort)

Beyond the POI. Operational understanding and readiness at the lowest levels of the United States Army's formations is a dynamic focus that makes it the greatest land force in the world. The U.S. Army's maneuver support branches require a high level of technical expertise and articulation in integrating themselves into the maneuver element of the battlefield, specifically Chemical, Biological, Radiological and Nuclear (CBRN) Soldiers. This technical proficiency is equally important to the successful mitigation of nontraditional hazards that could threaten the freedom of movement and maneuver of combined arms forces and coalition forces. The importance of CBRN expertise in tactical and operation echelons is unmeasurable and that will never change. However, a tipping point in the successful transition of leader development from CBRN company grade Officers to field grade officers is maintaining the momentum in understanding the strategic perceptual lens of potential threats and problems that the United States faces. The CBRN Captain's Career Course (CCC) Period of Instruction (POI) encompasses both technical and leadership development aimed at preparing its captains for company command and protection cell staff Officers. The Chemical Corps is now taking steps even further into officer development by providing a graduate school program that will equip its young officers with strategic level thinking, reasoning, and articulation of the common operational picture in countering the proliferation and use of weapons of mass destruction (WMD).

Planting the seed. This main effort in instilling strategic level thinking within the company grade Officer population is a three pronged attack spearheaded by the Chemical Corps, Missouri State University (MSU), and the Department of Strategic Studies (DSS) during CBRN CCC. The significance of company grade Officers learning the framework of U.S. efforts in countering WMD is multifaceted due to the ever changing landscape of near peer threats and unconventional weapon use. The seed of understanding interoperability amongst governmental agencies and the military, coupled with developing a competence of U.S. foreign policy must be planted in the minds of company grade Officers as a mechanism to become force multipliers in current positions of responsibility and being fully prepared to execute and advise at higher echelons

A warrior of scholarship. Officers in the CBRN CCC can expect to receive an informational briefing from the MSU and DSS program director Dr. John P. Rose within the first month of CCC. Dr. Rose is a retired U.S. Army Brigadier General who has held a number of high level leadership and academic positions. Some of these positions include: multinational staff from 12 NATO nations to determine NATO post-Cold War defense strategy, alliance military force structure, and readiness requirements (NATO, SHAPE, Belgium), and commanded NATO air defense artillery units at the brigade and battalion level in joint and combined operations in Germany. He has served as an assistant professor of international relations and defense and strategic studies at West Point and taught at the graduate level at the Naval Postgraduate School. He also served two separate tours at the Pentagon in the Office of the Deputy Chief of Staff for Operations and Plans, U.S. Army. Although the program is by, with, and through MSU, officers can expect to do all of their course work and thesis defense while

stationed at Fort Leonard Wood or at their follow on assignment after CCC. Ultimately, the program offers CBRN officers an opportunity to earn a Master of Science (MS) Degree emphasizing Countering Weapons of Mass Destruction (CWMD) while maintaining current military obligations such as command or staff. This is the same graduate degree option provided by DSS each year to 40-50 Fellows from the National Defense University, and approximately 20 Fellows from the Air Force.

Section 2: Expectations for Enrolled Officers

No comfort zone. Before painting the picture of the actual course work, it is important that the Officers who enroll in the MSU program understand the risk and reward aspects of the program in its entirety. The MSU program will take the Officers out of their comfort zone for a number of reasons. Many of the Officers who choose to enroll have been removed from full time academics for at least four years at a minimum. Officers who choose to enroll have undergraduate degrees that varied in subject, mostly unrelated to CWMD. Most challenging is that the Officers who enroll will have to simultaneously nest their academics into their intensive key development positions such as command, small group instructor, staff, and Aid-De-Camp. Most importantly will be the challenge of nesting this program into their lives at home after taking the uniform off.

Nesting priorities. However, there are many benefits to these challenges that will teach these young Officers valuable lessons that were never in the welcome letter due to them being personal and professional implied tasks. These tasks include but are not limited to: time management, literally having to plan hour by hour their weekdays and weekends of their personal and professional lives to ensure they accomplish their respective missions; sacrifice, going to bed a little later and waking up a little earlier than their peers in order to achieve their academic goals without losing sight on their personal and professional goals; and lastly patience; understanding that this program was meant to be more rigorous and longer than other programs due to its end state of equipping them with the weapon of strategic level thinking.

Section 3: Countering WMD Program Course Work

Shaping strategic minds. The coursework and degree plan of the program is quite unique due to the nature of using the CBRN CCC POI as a benchmark and framework for the curriculum. Officers should expect to address strategic challenges at the U.S. foreign and defense policy level, as emerging CBRN threats and trends arise. These threats and trends prove to be challenging as the second and third order effects of politics, economics, military, and homeland defense also nest themselves into the equation. These challenges of strategic thought also range from methods in hedging against strategic uncertainties in near peer competitors to shaping the future of the nuclear enterprise in order to promote the expansion of nuclear energy globally, while still reducing the risks of possible proliferation. This is simply a small segment of the program's entirety.

Multifaceted problem solving. Key discussion points seen by the pilot program graduates include: Possible cascade of proliferation resulting in many more nuclear-armed states, a terrorist organization with a nuclear weapon or radiological material, and a resurgent Russia or ascendant

China rising to a level of a peer competitor of the United States. Officers will also be tested in examining the causes, effects, and responses to these potential strategic challenges, especially the spread of weapons of mass destruction to state and non-state actors, both terrorists and enablers such as the A.Q. Kahn network. Officers will need to conduct extensive research in order to assess assumptions, policies and capabilities for dealing with these challenges and how the concepts of dissuasion, deterrence, and defense must adapt to the new security environment. Officers will also explore methods in how to hedge against strategic uncertainties; for example, how best to shape the future of the nuclear enterprise to promote the expansion of nuclear energy globally while reducing the risks of proliferation.

Section 4: Program Benefits

Every graduate is an advocate. It is imperative that the Chemical Corps continue to invest in the program due to the amount of CWMD knowledge and critical thinking that it provides its Officers. The dividends of this program will be seen immediately, in the near future, and in the long term. The immediate effects of the pilot program have already taken place across Fort Leonard Wood in a number of ways with the six Officers who are still stationed and arrayed in the CBRN School and 3rd Chemical Brigade. Within the 3rd Chemical Brigade there are three officers who completed the degree during their first year of command and now possess the tools they learned in the program to view the battle field of Basic Combat Training from a higher perceptual lens. This sheds light in how these Officers lead in shaping the fight against the challenges of the TRADOC element, while still being able to bring and share ideas that can perhaps enhance the Program of Instruction as a whole. This same realization is also happening with the three graduate Officers on the fore front of shaping and molding our Chemical Corps' newest leaders in CBRN BOLC and the CBRN school house. Though their job is to facilitate thinking and decision making at the tactical and operational levels, they can continue to influence our Second Lieutenants to understand the problem from a higher echelon and continuing to piece the bigger picture of the many challenges and threats our nation faces.

Tomorrow's Leaders. The program will continue to facilitate professional development amongst its graduates by enabling them to grow and understand the intricacies of interoperability amongst our nation's government agencies, sister branches, and coalition forces that will provide opportunities to assume positions of greater responsibility. Moreover, as they continue to grow as leaders and thinkers, these officers will be able to stand shoulder to shoulder with the nation's leaders and facilitate decision making by providing options in countering weapons of mass destruction and building capabilities for homeland defense.

Appendix E: Course/Course Objectives/Faculty Expertise Matrix

Course No.	Course Learning Goals	Faculty Expertise and Professional Experience
DSS 601: Nuclear Strategy, Deterrence and Arms Control	Student understanding of basic nuclear weapons effects, the nuclear policies of various states, particularly including the United States, with a focus on deterrence theory and its policy application, including vis-a-via U.S. arms control practices	Curtis McGiffen: (Colonel, USAF, Retired) M.S. Joint Military Intelligence College/National Intelligence University, MAS, Embry-Riddle Aeronautical University. Associate Dean of Faculty, National War College/National Defense University; Joint Staff Division Chief; Senior Advisor, Office of Security Cooperation-Iraq; awarded two Nuclear Deterrence Operations Service Medals. Keith Payne: Ph.D., University of Southern California. Senior Advisor, Office of the Secretary of Defense; Deputy Assistant Secretary of Defense for Forces Policy; Chairman, U.S. Strategic Command's Senior Advisory Group, Strategy Policy Panel; Commissioner, Congressional Bipartisan US Strategic Posture Commission (Perry-Schlesinger Commission). David Trachtenberg: M.S., Georgetown University. Professional Staff, House Armed Services Committee (1995-2001); Acting Deputy Assistant Secretary of Defense for Forces Policy (2001-2002); Principal Deputy Assistant Secretary of Defense, International Security Policy (2001-2003); Vice President, CACI International (2005-2007); Adjunct faculty DSS (2008-2017); Deputy Under Secretary of Defense, Policy (2017-2019).

| DSS 632: Survey and Professional Writing in International Security Affairs | Provide students with a basic survey course introducing them to the broad range of subject areas included in the general field of international security studies, and also with an introduction to the unique writing style and requirements for professional writing in the field, particularly for federal government offices. | Andrei Shoumikhin: Ph.D., U.S. and Canada Studies Institute (Moscow, Russia), USSR Academy of Sciences; Director, Washington Office of the Moscow Public Science Foundation; Head of the Middle East Policy Section, USA and Canada Institute; Adjunct Professor of International Law, Russian Ministry of the Interior; Delegation, USSR Mission to the UN.

Gary L. Geipel: Ph.D., Columbia University. Senior Advisor, Executive Communications, Eli Lilly and Company (2015-Present); Senior Associate, National Institute for Public Policy (2003-Present); Senior Director, Global Oncology Corporate Affairs, Eli Lilly and Company (2012-2015); Director, Corporate Affairs, Lilly Deutschland GmbH (2009-2011); Director, Executive Communications, Eli Lilly and Company (2004-2009); Vice President and Chief Operating Officer, Hudson Institute (2001-2003); Adjunct Faculty Member, Butler University (1993-1997); Research Fellow, Hudson Institute (1989-1995); Analyst, Central Intelligence Agency. |

DSS 702: Regional Security in the Middle East	Student understanding of the diverse and unique security concerns in the Middle East, particularly with regard to Iran, Israel, Iraq, Syria and the Gulf Coast states, and the means, tools and strategies often employed by these states to meet their respective security concerns.	Ilan Berman: J.D., American University. American Foreign Policy Council, Vice President for Policy; Adjunct Professor, National Defense University, Ft. Leslie McNair (DC); Adjunct Professor, American University; Editor, Journal of International Security Affairs.
DSS 703: Science, Technology and Defense Policy	Student understanding via case studies of the profound interrelationship between science and technology, and defense policy, and in particular, how technology can determine defense policy options.	John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995)
DSS 704: Arms Control: Theory and Practice	Student understanding of the theory and practice of arms control in select states, including the United States and Russia.	Susan Koch: Ph.D., Harvard University. Department of State, Senior Advisor to the Under Secretary for Arms Control (2005-2007); National Security Council Staff, Director for Proliferation Strategy (2001-2005)
DSS 705: NATO Security Issues	Student understanding of the unique security concerns of the members of the North Atlantic Treaty Organization (NATO) and the means, tools and strategies of the NATO alliance to meet those concerns.	John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995).

		Michaela Dodge: Ph.D. George Mason University. U.S. Senate professional staff, Senate Armed Services Committee; Heritage Foundation, 2010-present; Research Fellow, International Institute for Political Science, Masaryk University (Czech Republic).
DSS 707: Congress and WMD	Student understanding of the role Congress plays in establishing and implementing U.S. security policies, especially with regard to countering weapons of mass destruction.	Scott Glabe: J.D., Yale Law School, M.S., Missouri State University (Defense & Strategic Studies). U.S. House of Representatives: Policy Director, Permanent Select Committee on Intelligence; Deputy General Counsel, Permanent Select Committee on Intelligence; Counsel, Committee on Armed Services. David Trachtenberg: M.S., Georgetown University. Professional Staff, House Armed Services Committee (1995-2001); Acting Deputy Assistant Secretary of Defense for Forces Policy (2001-2002); Principal Deputy Assistant Secretary of Defense, International Security Policy (2001-2003); Vice President, CACI International (2005-2007); Adjunct faculty DSS (2008-2017); Deputy Under Secretary of Defense, Policy (2017-2019).
DSS 708: Contemporary Security in Russia	Student understanding of the unique Russian security concerns, particularly with regard to NATO and China, and the means, tools and strategies Russia employs to meet those concerns.	Andrei Shoumikhin: Ph.D., U.S. and Canada Studies Institute (Moscow, Russia), USSR Academy of Sciences; Director, Washington Office of the Moscow Public Science Foundation; Head of the Middle East Policy Section, USA and Canada Institute; Adjunct Professor of International Law, Russian Ministry of the Interior; Delegation, USSR Mission to the UN.
DSS 710: Countering Terrorism	Student understanding of the sources and strategies of modern terrorism, the nature of the threats it poses, and the spectrum of policies/tools employed by the US (and others, including international organizations) to prevent terrorism and mitigate its consequences.	John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995).

		James D. Kiras: Ph.D., University of Reading. Professor, School of Advanced Air and Space Studies, Maxwell Air Force Base (2004-Present); Special Air Warfare Issues, Irregular Warfare Support Program, CTTSO (2008-2009); Member of the Strategy, Concepts, and Initiatives Team, Office of the Secretary of Defense, Department of Defense; Lecturer and Course Developer, Department of Politics and Asian Studies, University of Hull (1999-2000); Visiting Lecturer, Taras Shevchenko University, Ukraine (1998-2000).
DSS 713: Intelligence/Counterintelligence	Student understanding of goals, policies, methods and tools of intelligence, with a particular focus on counterintelligence.	Dennis Bowden: M.A., Indiana University. Logistics Management Institute, Account Executive for Intelligence Programs (2013-Present); Central Intelligence Agency, Directorate of Intelligence Director (2008-2011). David Peck: M.A., Johns Hopkins University. Multiple U.S. Intelligence Community positions, most recently with the National Intelligence Council.
DSS 719: Strategic Culture	Student understanding of how/why diverse cultural variables can shape the decision making of civilian and military leaders regarding the spectrum of national security issues.	Kerry Kartchner: Ph.D., University of Southern California. Senior Advisor for Strategic Communications, Bureau of International Security and Nonproliferation, U.S. Department of State. Defense Threat Reduction Agency; Senior Foreign Policy Advisor, Office of Strategic Research and Dialogues, Strategy and Plans Directorates (October 2010-Present).
DSS 720: Internship/Professional Experience	Student understanding of the formal and informal demands and requirements of professional employment in the field of national security via direct participation in a professional context.	Ambassador Robert Joseph: Ph.D., Columbia University. Under Secretary of State for Arms Control and International Security; Special Assistant to the President and Senior Director for Proliferation Strategy, Counterproliferation Homeland Defense, National Security Council; Professor of National Security Studies and Director/Founder of the Center for Counterproliferation Research, National Defense

		University (1992-2001); and Principal Deputy Assistant Secretary of Defense for International Security Policy. Susan Koch: Ph.D., Harvard University. Department of State, Senior Advisor to the Under Secretary for Arms Control (2005-2007); National Security Council Staff, Director for Proliferation Strategy (2001-2005)
DSS 721: Proliferation, Missile Defense and Modern Warfare	Student understanding of the origins and character of missile proliferation, and the potential means for preventing missile attack, with particular focus on the potential roles for missile defense.	Peppino DeBiaso: Ph.D., University of Southern California. Director, Office of Missile Defense Policy, Office of the Secretary of Defense (2000-Present).
DSS 722: Emerging Strategic Challenges	Student understanding of the methodology and art employed to identify and examine national security challenges that are emerging but not yet clear and imminent, including various state actors and plausible pandemics.	Ambassador Robert Joseph: Ph.D., Columbia University. Under Secretary of State for Arms Control and International Security; Special Assistant to the President and Senior Director for Proliferation Strategy, Counterproliferation Homeland Defense, National Security Council; Professor of National Security Studies and Director/Founder of the Center for Counterproliferation Research, National Defense University (1992-2001); and Principal Deputy Assistant Secretary of Defense for International Security Policy. John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995).

DSS 723: Counterproliferation	Student understanding of the causes and character of nuclear and missile proliferation, and the spectrum of strategies and tools used by governments and international organizations to help prevent proliferation.	Lisa Bronson: J.D., Cornell Law School. Deputy Undersecretary of Defense, Technology Security Policy and Counterproliferation Policy; Director, Defense Technology Administration (2001-2005); Deputy Assistant Secretary of Defense, European and NATO Policy (1999-2001); and Director for NATO Policy, Office of Secretary of Defense (1996-1999). Kerry Kartchner: Ph.D., University of Southern California. Senior Advisor for Strategic Communications, Bureau of International Security and Nonproliferation, U.S. Department of State. Defense Threat Reduction Agency; Senior Foreign Policy Advisor, Office of Strategic Research and Dialogues, Strategy and Plans Directorates (October 2010-Present).
DSS 724: Leadership in National Security	Student understanding of the essential characteristics and importance of responsible, effective leadership-- civilian, military and business.	John Rose (Brigadier General, U.S. Army, Retired): Ph.D., University of Southern California. George C. Marshall European Center for Security Studies, Garmisch-Partenkirchen, Germany (2002-2010); Director of Requirements, U.S. Army, Pentagon (1995-1998); Director, Requirements and International Programs Branch, NATO, SHAPE, Mons, Belgium (1992-1995).
DSS 725: Instruments of State Power	Student understanding of the wide spectrum of instruments of power potentially available to states, including financial, trade, diplomatic, cultural, intelligence and military.	Ambassador Robert Joseph: Ph.D., Columbia University. Under Secretary of State for Arms Control and International Security; Special Assistant to the President and Senior Director for Proliferation Strategy, Counterproliferation Homeland Defense, National Security Council; Professor of National Security Studies and Director/Founder of the Center for Counterproliferation Research, National Defense University (1992-2001); and Principal Deputy Assistant Secretary of Defense for International Security Policy.

DSS 726: Security Issues in Asia	Student understanding of the unique security concerns in Asia, particularly those involving China, Japan and North Korea, and the means, tools and strategies each of these countries employs to meet those concerns.	Ambassador Joseph R. DeTrani: B.S., New York University. Special envoy for Six Party Talks with North Korea; U.S. Representative to the Korea Energy Development Organization (KEDO); Associate Director of National Intelligence and Director of National Counter Proliferation Center; and Special Adviser to the Director of National Intelligence. Jared McKinney: ABD (Ph.D expected Spring 2020) Nanyang Technological University, Singapore, LLM, Peking University, Beijing, China. Center for the National Interest; Johns Hopkins University Applied Physics Laboratory (research intern); American Enterprise Institute.
DSS 727: Chemical and Biological Warfare	Student understanding of the basic nature of and effects of chemical and biological weapons, the spectrum of potential mass destruction threats posed by the weaponization of chemical and biological agents, and the policies and strategies employed by the United States to prevent chemical and biological attacks, or to mitigate their consequences.	Robert E. McCreight: Ph.D., George Mason University. Senior Policy Advisor, National Security Division, Battelle; Acting Deputy Director, Office of Technology and Assessments, Bureau of Verification and Compliance, U.S. Department of State (2002-2004); White House-Homeland Security Council Scenario Planning (2002); Deputy Director, Office of International Science Cooperation, U.S. Department of State (2000-2002); Senior Political Advisor, Bureau of Arms Control, U.S. Department of State (1998-2000); Senior Political Advisor, Bureau of Political Military Affairs, U.S. Department of State (1996-1998). David Claborn: DPH, Uniformed Services University. Associate Professor of Public Health and Homeland Security, Missouri State University (2008-Present); Assistant Professor, Department of Preventive Medicine and Biometry, US Navy, Uniformed Services University of Health Sciences; US Navy Entomologist, Navy Environmental and Preventive Medicine Unit No. 7, Italy.

DSS 728: Advanced Countering Terrorism	Advanced course to further student understanding of the sources and strategies of modern terrorism, the nature of the threats it poses, and the spectrum of policies/tools employed by the US (and others, including international organizations) to prevent terrorism and mitigate its consequences.	James D. Kiras: Ph.D., University of Reading. Professor, School of Advanced Air and Space Studies, Maxwell Air Force Base (2004-Present); Special Air Warfare Issues, Irregular Warfare Support Program, CTTSO (2008-2009); Member of the Strategy, Concepts, and Initiatives Team, Office of the Secretary of Defense, Department of Defense; Lecturer and Course Developer, Department of Politics and Asian Studies, University of Hull (1999-2000); Visiting Lecturer, Taras Shevchenko University, Ukraine (1998-2000).

| DSS 737: Advanced Chemical and Biological Warfare | Advanced studies to further student understanding of the basic nature of and effects of chemical and biological weapons, the spectrum of potential mass destruction threats posed by the weaponization of chemical and biological agents, and the policies and strategies employed by the United States to prevent chemical and biological attacks, or to mitigate their consequences. | David Claborn: DPH, Uniformed Services University. Associate Professor of Public Health and Homeland Security, Missouri State University (2008-Present); Assistant Professor, Department of Preventive Medicine and Biometry, US Navy, Uniformed Services University of Health Sciences; US Navy Entomologist, Navy Environmental and Preventive Medicine Unit No. 7, Italy.

Robert E. McCreight: Ph.D., George Mason University. Senior Policy Advisor, National Security Division, Battelle; Acting Deputy Director, Office of Technology and Assessments, Bureau of Verification and Compliance, U.S. Department of State (2002-2004); White House-Homeland Security Council Scenario Planning (2002); Deputy Director, Office of International Science Cooperation, U.S. Department of State (2000-2002); Senior Political Advisor, Bureau of Arms Control, U.S. Department of State (1998-2000); Senior Political Advisor, Bureau of Political Military Affairs, U.S. Department of State (1996-1998). |
| DSS 796: Directed Reading/Research | This course is designed to allow the student to pursue a subject of particular interest in the context of an individualized tutorial-oriented reading/research course with a professor who is a subject matter expert. The student may delve deeper into the subject matter of an existing DSS, or a pursue a | All members of the DSS Research faculty are eligible provide a Directed Reading/Research course. |

	pertinent subject for which there is not yet an established DSS course.	
DSS 797: Cyber Warfare/Security	Student understanding of the range and nature of threats that are under the title "cyber warfare," and the range of potential policies and strategies for preventing these threats and mitigating their consequences.	Brian Mazanec: Ph.D., George Mason University. Assistant Director, Government Accountability Office (GAO), Defense Capabilities and Management Team, supporting Congress, the Office of the Secretary of Defense, the Joint Staff, Defense Threat Reduction Agency, Department of Homeland Security, and the Intelligence Community, and currently leads teams examining a range of intelligence issues.
DSS 797: Security Challenges in Latin America	Student understanding of the diverse and unique security concerns of Latin American states, particularly with regard to potential bilateral "hot spots," and the means, tools and strategies often employed by these Latin American states to meet their respective security concerns.	Richard Downie: Ph.D., University of Southern California. Center for Hemispheric Defense Studies, National Defense University; Chief of Policy and Strategy, U.S. Southern Command; Operations Officer, Multinational Peacekeeping Unit, Sarajevo, Bosnia; Defense and Army Attaché, U.S. Embassy, Mexico City.
DSS 797: Advanced Intelligence/Counterintelligence	Advanced course to further student understanding of goals, policies, methods and tools of intelligence, with a particular focus on sources and methods, and counterintelligence.	Dennis Bowden: M.A., Indiana University. Logistics Management Institute, Account Executive for Intelligence Programs (2013-Present); Central Intelligence Agency, Directorate of Intelligence Director (2008-2011). David Peck: M.A., Johns Hopkins University. Multiple U.S. Intelligence Community positions, most recently with the National Intelligence Council.
DSS 801: Advanced Nuclear Strategy, Deterrence and Arms Control	Advanced course to further student understanding of nuclear weapons effects, the nuclear policies of various states, particularly including the United	Keith Payne: Ph.D., University of Southern California. Senior Advisor, Office of the Secretary of Defense; Deputy Assistant Secretary of Defense for Forces Policy; Chairman, U.S. Strategic Command's Senior Advisory Group, Strategy Policy

	States, Russia and China, with a focus on deterrence theory and its policy application, including vis-a-via U.S. arms control policies and practices.	Panel; Commissioner, Congressional Bipartisan US Strategic Posture Commission (Perry-Schlesinger Commission). Curtis McGiffen: (Colonel, USAF, Retired) M.S. Joint Military Intelligence College/National Intelligence University, MAS, Embry-Riddle Aeronautical University. Associate Dean of Faculty, National War College/National Defense University; Joint Staff Division Chief; Senior Advisor, Office of Security Cooperation-Iraq; awarded two Nuclear Deterrence Operations Service Medals.
DSS 832: Advanced Survey and Professional Writing in International Security Affairs	Advanced course to further student knowledge of and skill in the unique writing style and requirements for professional writing in the field, particularly for federal government offices. This course also will provide students with an understanding of statistical graphics and charts often used in government reports and studies.	Gary L. Geipel: Ph.D., Columbia University. Senior Advisor, Executive Communications, Eli Lilly and Company (2015-Present); Senior Associate, National Institute for Public Policy (2003-Present); Senior Director, Global Oncology Corporate Affairs, Eli Lilly and Company (2012-2015); Director, Corporate Affairs, Lilly Deutschland GmbH (2009-2011); Director, Executive Communications, Eli Lilly and Company (2004-2009); Vice President and Chief Operating Officer, Hudson Institute (2001-2003); Adjunct Faculty Member, Butler University (1993-1997); Research Fellow, Hudson Institute (1989-1995); Analyst, Central Intelligence Agency.
DSS 896: Doctoral Capstone Project (two semesters)	In consultation with a DSS faculty mentor, the student will initiate, develop, write, and present/brief an analysis that is comparable to a major federal government report or study on an approved subject. This effort is to provide the student with the tools, skills and experience needed to do so in a future professional capacity.	All members of the DSS Research faculty are eligible to serve as mentors for the Doctoral Capstone Project.

Appendix F: Letter to DSS from ADM Correll

Reply To:
USSTRATCOM/J5
901 SAC BLVD STE BA3
OFFUTT AFB NE 68113

JAN 1 1 2019

Dr. Keith B. Payne, Ph.D.
Department Head, Defense and Strategic Studies
Missouri State University
9302 Lee Hwy, Suite 760
Fairfax VA 22031

Dear Dr. Payne

As the leader of U.S. Strategic Command's Deterrence and Assurance Academic Alliance, I am writing to reaffirm our affiliation with Missouri State University's Defense and Strategic Studies Program, which our records show dates to 2015. Your department's national security policy and defense analysis focus produces graduates with research and critical thinking skills that complement the broad portfolio of USSTRATCOM mission and academic interest areas. Our desire is to engage with your department and those students in your program who seek to one day fill the ranks of national security professionals to meet emerging deterrence and assurance analytic and decision-making requirements.

We established the Academic Alliance in 2014 to build upon the Command's long history of collaborating with academic institutions. The Alliance mission is to encourage "strategic thought" by faculty and students on the wide range of internationally relevant deterrence and assurance concepts and issues. The goal is to promote military and academic collaboration and encourage the development of current and future national security professionals. Membership in the Alliance does not imply a predetermined set or expected level of participation, though we do encourage research and curricula focused on addressing USSTRATCOM's challenges.

My points of contact are Ms. Kathleen Cooper, (402) 232-0766, kathleen.a.cooper8.civ@mail.mil, Ms. Julie McNally, (402) 294-1099, julie.a.mcnally2.civ@mail.mil, and Mr. Michael McVicar, (402) 294-1096, mike.r.mcvicar.ctr@mail.mil. I look forward to working with you to inspire innovative strategic thinking on shared matters of national security.

Sincerely

RICHARD A. CORRELL
Rear Admiral, USN
Director, Plans and Policy

St. Charles Community College

Bachelor of Applied Science in Occupational Therapy Assistant

Preliminary Proposal

June 2019

St. Charles Community College

Bachelor of Applied Science in Occupational Therapy Assistant

Preliminary Proposal

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June 27, 2019

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, MO 65102-1469

To Whom it May Concern,

It is my pleasure to introduce this proposal from St. Charles Community College (SCC), which if approved, will allow our students, many of whom live in rural parts of our service area, the opportunity to pursue a bachelor's degree of applied science for Occupational Therapy Assistant.

It is common knowledge that in the early 90s, St. Petersburg Community College became the first community college to offer a bachelor's degree. The justification for expanding access was based on major gaps in the workforce and the need to provide additional education in certain areas such as healthcare and information technology. This need is still relevant today, with more than 23 states allowing community colleges to offer a bachelor's of science degree in critical workforce areas.

As we contemplated the potential success of expanding to a bachelor's program we looked to current research and found that according to the Education Policy Research Center at the University of Florida, ". . . three out of four students enrolled in community college bachelor's programs were from underserved populations." As such, it appears that these programs are providing an affordable alternative to obtaining additional education. Additionally, the research suggested, "Public four-year programs may actually benefit from the presence of a bachelor's program at the local community college." Florida saw a 25% increase in degrees where local community colleges offered the competing degree.

I consider the conferring of a bachelor's degree in OTA as a natural extension of the college's commitment to access to an affordable education, while at the same time responding to the workforce needs of our service area. SCC's current program serves the citizens of six counties, has an average pass rate of 100%, and an average graduate rate of 89% as compared to the national graduation rate of 40%.

As you will see in the letters of support included with this proposal, members of our healthcare community have high praise for the academic excellence of SCC's OTA program and there is a critical shortage for meeting workforce needs. Your support of this proposal allows us to help students throughout our service area obtain a bachelor's degree at a convenient location and affordable cost.

We have to believe that as long as student success is the focus of our work and that the open door philosophy remains critical to our mission, offering a bachelor's degree does not change our focus; rather, we will continue to be the last great hope for access to education and will still be all about community.

Thank you for your consideration of this proposal. Please contact me if you would like to further discuss the details.

Sincerely,

Barbara Kavalier, Ph.D.
President
St. Charles Community College

Overview of Intent

In response to recent Missouri legislation, increased accreditation standards, mounting healthcare and workforce demands, and growing student and employer needs, St. Charles Community College (SCC) investigated and considered the broad impact of offering a baccalaureate degree in Occupational Therapy Assistant (OTA).

In the subsequent proposal, SCC and the OTA program considered and addressed several educational, industry, and programmatic factors outlined in Missouri House Bill 758. Per this legislation, community colleges may expand their missions to offer bachelor's degrees when…

"…in the case of applied bachelor's degrees, the level of education required for employment in a field increases…"

> The Accreditation Council for Occupational Therapy Education (ACOTE) developed new baccalaureate standards for 2018 to address increasing professional responsibilities and knowledge gaps in current associate-level OTA programs and practice.

"…doing so would not unnecessarily duplicate an existing program…"

> At this time, no institution in the state of Missouri offers a baccalaureate degree in OTA.

"…collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers…"

> Collaboration with a four-year institution is not possible because upper-level coursework for a completion of bachelor's of OTA is unavailable and a bachelor's of OTA degree does not exist. Collaboration with a university who would be interested in developing a new bachelor's of OTA program will not meet the students' needs because new applications will not be reviewed by ACOTE for a minimum of three to five years. This timeline for new program review by ACOTE will not address industry or employers' immediate needs nor will it address workforce demand due to the extensive waitlist. The Department of Labor and Statistics states the field of OTA will grow 28% in the state of Missouri by 2025.

"…the institution has the academic and financial capacity to offer the program in a high-quality fashion."

> With full, 10-year accreditation granted by ACOTE, SCC's OTA Program has implemented a competency-based curriculum and other critical infrastructure necessary to meet baccalaureate requirements including faculty, fieldwork sites, physical program space allocation, and support staff.

The following documentation will provide compelling information in support of this mission expansion. The narrative demonstrates how St. Charles Community College has positioned itself for this expansion by hiring excellent and innovative faculty and staff, obtaining additional real estate and lab-space for student training, cultivating expertise on-site to design the program, and implementing an effective competency-based curriculum which provides essential infrastructure for the new OTA Bachelor's-level Standards. This proposal also demonstrates that St Charles Community College is in a unique position to be an early adopter of educating bachelors prepared OTA's, both in Missouri and in the national educational marketplace. The proposal also demonstrates how the OTA Program expansion would positively impact workplace preparedness for students and meet forecasted workplace demand, therefore an expansion of the SCC mission to offer a Bachelors of Applied Science in Occupational Therapy Assistant is merited.

St. Charles Community College
Bachelors of Applied Science in Occupational Therapy Assistant Narrative

Narrative Introduction

St. Charles Community College (SCC) and the Occupational Therapy Assistant (OTA) Program are submitting a letter of intent to initiate the process for a comprehensive review of academic program proposals to the Missouri Department of Higher Education (MDHE) and the Coordinating Board of Higher Education (CBHE).

Historically, community colleges offer degrees and coursework that generally lead to the granting of certificates, diplomas, or associate degrees. The OTA program and SCC request the state broaden the mission to allow SCC to offer a bachelor's degree of applied science in Occupational Therapy Assistant due to changes in the academic standards of the profession, which were necessitated by a growing and evolving healthcare system.

St. Charles Community College considered and investigated several factors in the decision to request a broadening of the mission. These factors include the Accreditation Council for Occupational Therapy Education (ACOTE) new baccalaureate standards, the passing of legislation in Missouri which allows community colleges to offer a bachelor's degree for programs that meet a workforce need, the employment and educational landscape throughout the state of Missouri, the quality and preparedness of the OTA program at SCC to offer a bachelor's degree, the interest of students and community partners, and the feasibility of collaborating with other institutions to address the healthcare needs in the state of Missouri. The following narrative is a description of the analysis and points of consideration.

Certified Occupational Therapy Assistant (COTA) and Occupational Therapist (OTR) are two distinct practitioners within the profession of Occupational Therapy. Each of these distinct practitioners has a different set of educational standards, professional licensure, and certification requirements. Therefore, articulating from an OTA program to an OT program is not feasible as each is a separate and unique degree path.

ACOTE Rationale – Baccalaureate Standards

ACOTE has independent authority to set standards for the profession's educational programs. This includes setting the entry-level degree for the occupational therapist and occupational therapy assistant.

AOTA's Representative Assembly (RA) convened an Ad Hoc Committee to do a feasibility study in 2015 regarding degree level for the OTA. The committee looked at the following areas:

1. Defining expectations of practice for an OTA in the next decade.
2. Growth in content to address changes in practice.
3. Impact of any changes in entry-level degree requirements for the occupational therapists (e.g., doctoral requirement) on occupational therapy assistant education and practice.
4. Readiness of host institutions to support a transition to the bachelor's requirement and the trend in community colleges to offer a limited number of bachelor's degrees.
5. Faculty workforce including occupational therapy assistants with post-baccalaureate degrees.
6. Impact of regulatory changes associated with the Affordable Care Act (ACA) and impact on reimbursement.
7. The potential impact of increased costs on key stakeholders (i.e. students, employers, etc.)

8. Requiring the entry-level degree to be at the doctoral level could push more potential students into occupational therapy assistant programs because of the increased costs of a doctoral versus masters-level program.

ACOTE developed and approved occupational therapy assistant baccalaureate-level Standards in August 2018. This provides OTA programs the ability to transition their programs to the baccalaureate level to address some of the **knowledge gaps** identified in the first three bullets above. They felt that it was the path to maintain and retain occupational therapy assistants' patency in the future healthcare workforce. ACOTE believes that providing the additional content will equip students with the skills needed to address the issues related to complex healthcare systems and complex patients.

After an extensive two-and-a-half year process, multiple surveys to the communities of interest, and several open hearings, ACOTE adopted new accreditation standards for baccalaureate-degree-level occupational therapy assistant programs, and associate-degree-level occupational therapy assistant programs. Programs will be required to comply with the new 2018 Standards by July 31, 2020.

This action came after ACOTE had carefully studied the issue and weighed the various community perspectives over the last three years. The Council recognized that the challenges faced in a constantly evolving academic and professional landscape require a clear strategic vision and that our profession must be prepared to adapt and change to meet these challenges.

Independent reviews of the practice environment and policy literature identified that the majority of health policy papers support the need for entry-level practitioners better prepared to practice and compete in a constantly changing health care delivery system.

At a meeting in April of 2019, a decision was made about dual points of entry for OT and OTA academic programs:

> Following the conclusion of a robust and collaborative process with leaders and members of the American Occupational Therapy Association (AOTA), on April 4, 2019, AOTA's Representative Assembly determined that occupational therapists may enter the profession at the master's or doctorate level, while occupational therapy assistants may enter the profession at the associate or baccalaureate level. This is now the official policy of AOTA for entry into the occupational therapy profession.

> The AOTA Representative Assembly (RA) is responsible for establishing professional standards and policies for AOTA and the profession, including the scope of the profession and professional practice and the degree requirement for entry into the profession, as provided in the AOTA Bylaws.

> ACOTE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) as the programmatic accreditor for the profession of occupational therapy. ACOTE has complete autonomy in establishing accreditation and education standards to evaluate entry-level educational programs; developing and implementing policies, rules, and procedures for conducting accreditation reviews; and making accreditation decisions with respect to entry-level educational programs.

> As the accrediting body for the profession and in light of the Assembly's April 4th determination, ACOTE will accept letters of intent for doctoral level, master's level, bachelor's level, and associate level educational programs effective immediately.

"The Application Review" states "ACOTE will accept and review a maximum of 6 Candidacy Applications during a given cycle. The acceptance of Candidacy Applications will be based on the receipt date of the Letter of Intent (if signed by the program director) or the date of notification that a program director has been hired. After the 6-program cap is reached, programs will be subject to the next available review cycle and planned student admission must be delayed accordingly. Please note that the initial accreditation process takes approximately 1 to 2 years to complete and the first class schedule may need to be adjusted to allow completion of the initial accreditation process prior to graduation.

Beginning with Candidacy Applications due in August 2020, ACOTE is requiring that a qualified program director must be hired full time and on-site 1 year prior to the submission of the Candidacy Application. A qualified academic fieldwork coordinator must be hired full-time and on-site 6 months prior to the submission of the Candidacy Application. At least 1 year prior to the submission date for the Candidacy Application, the program must notify the Accreditation Department (accred@aota.org) that a qualified program director has been hired full-time in order to proceed with the initial accreditation process. Otherwise, the Candidacy Application submission slot will be made available to the first program on the waiting list or to the next Applicant program with a hired qualified program director." The next available opportunity to apply for candidacy and to participate in the review cycle for new programs is 2023.

SCC Conclusion – ACOTE Rationale

While associate-degree-level programs for OTA have the option to remain an associate degree or transition to a bachelor's degree, SCC believes it is our responsibility to begin the transition to a baccalaureate degree as soon as possible to best serve the needs of our community. SCC is accredited by ACOTE and therefore will not be subject to the "new candidacy" timeline—SCC can apply immediately.

OTA faculty and SCC administration have focused strategic vision and aligned curriculum to address vital aspects of our program's mission to provide "...opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society." In alignment with the college's mission to respond to community needs, SCC's OTA program continues to strengthen curriculum in order to meet the changes in a dynamic health care environment. The baccalaureate standards put forth by ACOTE will guide the program in addressing the potential **"knowledge gap"** areas for the future OTA practitioners in the state of Missouri to best serve the evolving health care needs in our community.

The Missouri Legislature passed legislation in 2018 to allow community colleges to expand their mission to offer bachelor's degrees "where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, and the institution has the academic and financial capacity to offer the program in a high-quality manner. Quality for such baccalaureate degree programs shall be evaluated at least in part by the delivery of upper-level coursework or competencies, and defined by accreditation or compliance with the Higher Learning Commission (HLC) standards for bachelor's degrees."

SCC Conclusion – Missouri Legislation

The passing of this legislation indicates that Missouri Legislature recognizes the need for additional academic offerings. Students and the citizens of the state of Missouri will be beneficiaries of this legislation because they will receive the knowledge and training they need to meet growing workforce demands. SCC and the OTA program would like to expand their mission to offer a baccalaureate degree to provide opportunities for academic excellence and student success throughout our service area.

Students who become future OTA practitioners in the state of Missouri will best serve the evolving health care needs in our region with the additional education a bachelor's of OTA degree will provide. Many legislative and educational bodies recognize that rural counties are among the fastest-growing groups and account for a growing portion of the state's population, including working adults, low-income, and first-generation students who are all in need of additional quality education and essential job skills to meet workforce needs. The service area of SCC encompasses several of these rural counties and vulnerable communities.

Employment and Educational Landscape
After contacting the Missouri Department of Higher Education to determine the feasibility of an application to expand the Academic Program, SCC chose to pursue a summary review of internal practices and a snapshot study of the Missouri OTA Marketplace from both an educator's and industry specialist's perspective.

Marketplace Study Objective
SCC commissioned River Henge Partners LLC to perform a Missouri Marketplace Study to provide data relative to the Occupational Therapy Assistant ("OTA") workforce qualifications for graduate placement within the state of Missouri. The "OTA Missouri Marketplace Engagement Data Study" ("Data Study") was designed to capture data on positions marketed upon exit of educational institution and employer's qualifications to confirm additional skills-sets or professional-level requirements.

Third-Party Review and Reporting
Separately, River Henge Partners LLC, a business-consulting firm specializing in industry-sector data analytics, was commissioned to provide Summary Reporting of the external Study findings. River Henge Partners is a private sector catalyst rooted in data research, analytics, and hands-on experience to guide master-planned economic development. With a combined 30 years of experience in economic development - including urban and rural planning and another 20 years in data research and analysis, River Henge Partners offers customized data for communities and industries in any economic and industry sector.

Considerations of the Study
Geographic Boundaries
Reporting criteria is limited to the state of Missouri for education and industry defined marketplaces. Since both the OTA Educational Program requirements and the Professional OTA certification are national, consideration accounts for prevailing industry standards.

Job Title Specificity
OTA's are referred to as COTA's in the workforce. This title points to the passage of the National Board for Certification in Occupational Therapy (NBCOT) Board Certified Exam, which OTA's must pass to practice within their profession and license as per Missouri state requirements.

Marketplace Engagement
The data gathered reached into the State of Missouri's educational environment, active labor market, and collected job descriptions and positions, which posed an industry standard. The Study process engaged both educators who have direct responsibility in transitioning students to the workforce and industry experts (department heads, therapy managers, talent acquisition) who work daily with OTAs in their respective work environments. The direct marketplace engagement provides a snapshot of what is happening within the industry today from a workplace and education/workforce training perspective.

Meeting Educational Challenges
AOTA maintains that Innovation within Higher Education is "Alternate delivery models that increase accessibility and decrease costs." This includes competency-based degrees such as the OTA degree program. There is a shift in OT education that changes the entry-points for students seeking certification. ACOTE has mandated that there will be dual points of entry for the occupational therapist namely masters and doctoral level by July 1, 2027.

The educational gap created between the supervising OT and the OTA explains one of the rationales for ACOTE to introduce a bachelor's degree point of entry to OTA professional certification. The move in profession to a bachelor's requirement underscores the knowledgebase-need Missouri's industry professionals already are experiencing.

Two key observations from the Study include:

1. The required education, field work experience and training is entirely Industry driven
2. Industry is pushing for additional education and experience to provide a base to increase OTA responsibility and to bridge the knowledge base divide between OT's and OTAs.

SCC College states the OTA Program is uniquely aligned and positioned to provide enhanced professional entry-level requirements for a Baccalaureate Degree of Occupational Therapy Assistant in addition to offering an updated curriculum for their current Associate of Applied Science Degree (A.A.S) that is competency based and informed by workforce needs.

Workplace Feedback
Education Survey- Salient Points
Of forty-three (43) higher education schools offering degrees and programming that reach throughout Missouri's Occupational Therapy Spectrum, there are sixteen (16) colleges, universities and technical schools that are focused on OTA programming. However, within the sixteen (16), there are only nine (9) unique active OTA programs accredited through ACOTE, of which two (2) are private schools. A Consortium of schools accounts for one (1) unique active program but represents seven (7) advertised programs. Three (3) of the nine (9) unique OTA programs are in the St. Louis Region, including St. Charles Community College.

Industry Survey – Salient Points
During the Study, the data research firm found ninety (90) active job listings referencing keywords "OTA," "COTA", and "Occupational Therapy Assistants". Forty-one (41) companies posted listings including health systems, home health, skilled nursing, acute and inpatient care, medical spas, rehabilitation centers, psychiatric centers and Professional Management companies. Twenty-one (21) companies were selected to provide job position sampling and marketplace feedback. Twelve (12) confirmed OT use as part of their healthcare protocol. Eight (8) companies responded with contextual feedback.

Marketplace
According to the "2018 Current Trends in accreditation and Higher Education" presentation by AOTA on April 19, 2018, the US Bureau of Labor Statistics indicates that Occupational Therapy Assistants is the 15th fastest growing occupation in the US, with predicted Job Growth from 2016-2026 equaling >28%. The results of the OTA Missouri Marketplace Engagement Study supports a rapid progression of industry adoption. The Study results suggested the two industries within healthcare experiencing the most opportunity for COTA placement are the skilled nursing and home health industries. Furthermore, interview respondents indicated that there are multiple driving factors. These include change in regulations, which expanded responsibilities of the OTA, shift in direct patient care by the OT into a purely administrative and oversight role leaving the OTA in an even more essential position as the primary patient care provider, and shift in insurance billing (PTPM) which affects the billed time and company reimbursement processes.

Industry Outliers

For the study, researchers did gather subjective examples of non-traditional OTA job positions, which were subject to the opinion of the author. Formal Study search parameters did not specifically meter non-traditional job titles, unless otherwise inclusive of with COTA qualification within the definition or job search, as those bleed outside the spectrum of verifiable COTA-qualified job positions. Industry respondents were all within the health-care field. Educators indicated they are seeing expanded interest from corporate and non-traditional workplaces seeking an OTA knowledge base as a key member of their staff. Examples for this are ergonomic specialists, wellness coaching, program design and chronic disease support foundations.

Analysis

1. The education, field work experience, and training required is entirely Industry driven
2. Typical entry-level employment is in a clinical setting, which is considered "traditional" in the health-care field
3. Industries include hospitals, clinics, mental health, pediatrics, acute-care and skilled nursing
4. Some industry outliers exist - school districts (still a traditional placement), private- based placements that are entrepreneurial (i.e. adaptive martial arts; therapeutic horseback riding, tele-health and wellness/job coaches)
5. The role of the OTA throughout the health-care industry is changing
6. Industry expectation of OTA performance breech typical curriculum-based training and include professional communication, time management, stress management, administrative and reporting responsibilities and a certain amount of physicality to perform tasks on the floor and in the field.

Study Outcomes

1. Both educators and industry specialists have seen a shift in responsibility to the OTA for direct patient care
2. According to industry experts commenting during marketplace engagement, the role of an OTA in the health-care field will be more critical as their responsibilities increase and as insurance reimbursement and billing regulations come online.
3. Educators maintain that the demand is outstripping placement and as awareness of OTA skill-sets increase, more corporate and private emerging fields will open.
4. Industry is pushing for additional education and experience to provide a base to increase OTA responsibility and to bridge the knowledge base divide between OT's and OTA's.

Narrative Conclusion

Occupational Therapy helps people across the lifespan to do the things they want and need to do through the therapeutic use of everyday activities (occupations). Practitioners are tasked to enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability.

Occupational Therapy Assistants are licensed, certified, professional health care providers who plays a vital role in patient well-being by providing direct patient care, instructional training, and human interaction. According to the industries represented in Marketplace Engagement, OTAs represent a critical link in patient recovery and wellness.

The expected amount of education, fieldwork, and experience prior to the OTA entering the workforce is expanding to meet the roles and responsibilities within the healthcare field and respective industries. Per the recommendation of the nationally accrediting body, the spectrum of education provided as an entry-point into the field is shifting to match market demand and the realistic functional role of the professional.

Outside of the healthcare industry, the role of the OTA is changing. As corporate awareness about the Occupational Therapy and the skillset of a qualified COTA grows, emerging fields will follow. This introduces new markets, creates competition for an OTA outside of their current respective certified fields, and places new relevance on the healthcare fields' demand for increased knowledgebase and fieldwork experience.

According to the 2018 MO Economic Report, conducted by the Missouri Department of Economic Development, The Health Care and Social Assistance industry sector is the number one employer in Missouri. Market trends indicate the Healthcare and Social Services industry is growing. Health Care and Business / Management related jobs are the most in demand occupations within the state.

SCC currently offers an Associate of Applied Science in OTA. There exists the faculty interest and expertise to expand to include an OTA Bachelor's Degree program. This interest aligns with newly released recommendations for professional educational standards.

The College has positioned for this expansion by the staffing, real estate and lab-space for student training. The expertise is already on-site to design the program. This affords the College a unique position as an early adopter, in both Missouri and the national educational marketplace.

If successful in receiving MDHE and CBHE approval for expansion, the defined opportunities for the student and institution are: 1) student educational attainment, 2) workforce need, 3) community engagement, 4) program innovation, and 5) affordability for the student. The proposed OTA Program expansion positively influences workplace preparedness and meets forecasted marketplace demand and an expansion of the SCC mission to offer a Bachelors of Applied Science in Occupational Therapy Assistant is warranted.

St. Charles Community College
Occupational Therapy Assistant Program Analysis

Program Mission

The current mission of the Occupational Therapy Assistant (OTA) Program is to "provide opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society." We consider the American Occupational Therapy Association's (AOTA) Vision 2025 of providing culturally responsive and customized care to maximize the quality of life for all people and the academic standards developed by the Accreditation Council of Occupational Therapy Education (ACOTE) as guiding principles. The OTA Program provides its students with the opportunity to acquire the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice to fulfill their growing professional roles. In keeping with these missions, the OTA program strives to meet the dynamic health care needs of our local communities. The OTA program seeks to further implement its mission by providing the following in a bachelor's of applied science degree at our institution:

- The highest quality instruction and practice to its students using evidence-based innovative instructional methods and technology that is accessible and financially affordable.

- A solid foundation in the fundamental knowledge, skills, and attitudes needed for the growing demands of bachelors prepared entry-level competence as an occupational therapy practitioner in a variety of settings and working with a variety of populations.

- A consistent commitment to strategically focus on the scholarship of teaching and learning and the scholarship of application for both faculty and students to support research and foster innovation to benefit the community.

- A comprehensive competency focused curriculum that integrates studies in science, math, humanities, communication, social sciences, and critical thinking.

- Experiences emphasizing the need for lifelong learning, keeping up with the dynamic nature of healthcare, and the importance of evidence-based practice as essential components of competent bachelor level practitioners who can meet evolving workforce demands.

Program Philosophy

Consistent with the profession's philosophical base, the OTA program at St. Charles Community College (SCC) acknowledges individuals as complex, active beings who "have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being" (Gupta et al., 2011). Engagement in occupation is complex and multidimensional; various integrated factors contribute to the quality of participation, including client factors, performance skills, performance patterns, contexts, and environments as well as understanding the activity demands. (AOTA, 2014). The delivery of occupational therapy services is client-centered, with practitioners using clinical reasoning, the therapeutic relationship, and a code of ethics to support clients' goals; the occupational therapy practitioner seeks to "maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living." (AOTA, Vision 2025).

Students in the OTA Program are regarded as occupational beings; as such, they learn and grow through participation in meaningful occupation in the role of an OTA student. Therefore, the OTA program is student-centered to foster success by developing students' skills through planning the curricular demands providing a positive learning environment that mirrors the changing healthcare and community environment. The program seeks to integrate and balance the students' abilities, needs, occupational roles and contexts in developing the skills needed to perform the roles of a direct service provider, member of a profession, and educator/facilitator/manager of service. This process is facilitated by the application of self-directed learning and key components of Knowles adult learning theories. "Instruction should facilitate self-direction, in a relevant context, take into account the wide range of different backgrounds of learners; materials and activities should allow for different levels/types of previous experience, and should allow learners to discover things and knowledge for themselves." (Manning, 2007, p 104).

The OTA Program respects students as adult learners and supports their growth through a multifaceted approach in the curriculum design. Teaching approaches use didactic instruction, experiential learning, professional collaboration, community engagement, technology, and cultivation of clinical reasoning. Faculty facilitate the development of role competencies. The curriculum is grounded in this philosophy and is based on the programs graduate outcomes.

The faculty work closely with students to provide clear instructional guidance to meet professional standards as well as apply flexibility in instructional approaches with a focus on teaching, learning, and application of skills to ensure student success. Faculty recognize the need to expand the use of technology and foster innovation to provide learning experiences that facilitate competence in an increasingly evolving healthcare system, which demands value and client-driven outcomes across care settings. The OTA Program empowers students to competently and confidently demonstrate the role of direct service provider; member of a profession; and educator, facilitator, and manager to the best of their abilities.

Curriculum Design

The OTA program reflects the mission and values of the college in its belief that learning is a lifelong process that continues beyond formal academic training and fieldwork experiences. The program envisions a model that focuses on three primary roles—direct service provider of care, educator and manager of health care services, and members of a profession. The OTA Program uses three methods of learning (Theory, Practice, Application in Context) that the OTA practitioner assumes in order to bridge the gap between theory and practice to successfully fulfill the expectations of OT practice.

The use of these three roles and methods in conjunction with the OT Practice Framework, Standards of Practice for Occupational Therapy, AOTA Fieldwork Evaluation, ACOTE standards, and Knowles' Principles of Androgyny serve as organizing framework in determining and facilitating the knowledge, skills, or attitudes necessary to establish entry-level competency for the OTA practitioner. The following outcomes provide a guide for the knowledge, skills, and attitudes needed to engage in each role of the OTA:

1. Demonstrate the knowledge, skills, and attitudes to successfully fulfill the demands of each role.
2. Consistently engage in effective communication and interpersonal skills.
3. Establish appropriate teaching-learning competencies that apply to diverse audiences

4. Demonstrate the ability to serve as an advocate for various populations, facilities, communities, institutions, and the profession of Occupational Therapy.
5. Demonstrate the ability to effectively collaborate with an interdisciplinary team.
6. Demonstrate a broad scope of knowledge of the ethical, legal, regulatory, and professional codes that inform the practice of Occupational Therapy.
7. Develop the ability to apply and use technology and resources to support evidence-based practice.

In designing and assessing learning and teaching strategies, the parallel between therapy and education is emphasized. Just as client treatment is a multi-sensory process that requires active participation from the client engaged in meaningful activities, OTA education at SCC is a multi-sensory process requiring active participation and self-direction from the student engaged in the meaningful activities of their education.

The curriculum is designed to be delivered in a semester format of didactic work combined with a variety of Level I fieldwork experiences and two (2) Level II experiences in addition to a Baccalaureate Project to complete the program.

The Baccalaureate Project is designed to provide an in-depth experience in one or more of the following:
1. Clinical practice skills
2. Administration
3. Leadership
4. Advocacy
5. Education

This project allows students to demonstrate the application of knowledge gained that distinguishes them as bachelors prepared practitioners who will meet the growing demands of the workforce.

SCC's OTA Program developed methods to attain the goals outlined by the Missouri Department of Higher Education's (MDHE) "Preparing Missourians to Succeed: A Blueprint for Higher Education." Those methods are described below.

Goal 1: Attainment
"Missouri will increase the proportion of working-age adults with high quality, affordable postsecondary credentials to 60 percent by 2025."

According to the Stronger MO through Higher Education Report, "The data shows that increasing attainment is a particular challenge in rural counties, so ensuring that all communities have access to high-quality higher education is essential. Missouri must also increase college success among the fast-growing groups that will account for a growing proportion of the state's population, including working adults, low-income and first-generation students, and students of color. Meeting the educational needs of these 21st-century students will help build Missouri's economy and ensure a bright future for the state." The goal is to increase the attainment of a college degree for Missourians to 60% by 2025.

St. Charles Community College serves the following counties in MO with the percentage of Missouri adults (ages 25-64) with at least an associate degree:

- St. Charles - 46.92%
- Callaway - 30.84%
- Lincoln - 21.70%
- Montgomery - 22.20%
- Pike - 18.16%
- Warren - 25.76%

SCC will be able to provide accessible, affordable, and high quality higher education to several vulnerable populations in MO and systematically increases attainment to close achievement gaps.

Experts from the Center on Education and the Workforce at Georgetown University said that, by 2018, 523,000 of the expected 898,000 job vacancies in Missouri would require postsecondary credentials. Indeed, 59 percent of all Missouri jobs require postsecondary education in 2018.

With increased expectations in the field of Occupational Therapy and increased expectations of autonomy and advanced skill demonstration, a bachelor's degree of OTA will provide the current, future, and potentially former graduates of SCC's OTA Program an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands.

Having a competency-based curriculum and a baccalaureate project that is designed to enhance vital skills for employment and addresses the needs, styles, and ability, of a multitude of learners, will allow working-age adults in the above counties, the state of Missouri, and beyond an opportunity to attain a quality and impactful post-secondary degree.

Goal 2: Affordability
"Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025."

The average college debt among student loan borrowers in America is $32,731, according to the Federal Reserve. This is an increase of approximately 20% from 2015-2016. Most borrowers have between $25,000 and $50,000 outstanding in student loan debt. Nevertheless, more than 600,000 borrowers in the country are over $200,000 in student debt, and that number may continue to increase.

Missouri currently ranks 32nd nationally with 58% of Missourians having an average of $27,108 in student loan debt. The average student loan debt of an SCC-OTA program graduate is $2000.

In comparison, the following estimates outline the cost of a bachelor's-level degree (or 120 credit hours) at regional institutions.

St. Charles Community College	**$21,240.00**
Maryville University*	$113,880.00
Saint Louis University*	$181,696.00
University of Missouri	$51,687.00
University of Missouri – St. Louis	$44,856.00
Washington University*	$209,520.00

* Denotes schools currently offering pre-Occupational Therapy baccalaureate education. As noted, no bachelor's-level OTA programs exist.

Students obtaining a Bachelor's of Applied Science in OTA from SCC would graduate with less student loan debt in comparison to four-year institutions. As of the submission of this proposal, no Bachelors of OTA programs exist in the state of Missouri. The next available opportunity for new programs to apply for candidacy and participate in the review cycle is 2023.

Considering the distinction between the professions and educational standards, articulation from OTA to OT is impossible. OTA graduates interested in pursuing an OT degree would need to complete a bachelor's degree and then apply to a master's program. Each degree prepares students for drastically different professional distinctions.

Goal 3: Quality
"Missouri will produce graduates with high-quality postsecondary degrees and certificates that are valuable and relevant to individuals, employers, communities, and the state."

Consistent with the college's mission for providing opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society, the OTA program provides its students with the opportunity to acquire the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice to fulfill their professional roles. In keeping with the college's mission to respond to the community, the OTA program strives to meet the dynamic health care needs of our communities. The OTA program seeks to implement its mission by providing:

- the highest quality instruction and practice to its students using evidence-based innovative instructional methods and technology that is accessible and financially affordable;
- a solid foundation in the fundamental knowledge, skills, and attitudes needed for the growing demands of bachelors prepared entry-level competence as an occupational therapy practitioner in a variety of settings and working with a variety of populations;
- a consistent commitment to strategically focus on the scholarship of teaching and learning and the scholarship of application for both faculty and students to support research and foster innovation to benefit the community;
- a comprehensive competency focused curriculum that integrates studies in science, math, humanities, communication, social sciences, and critical thinking; and
- experiences emphasizing the need for lifelong learning, keeping up with the dynamic nature of healthcare, and the importance of evidence-based practice as essential components of competent bachelor level practitioners who can meet evolving workforce demands.

SCC's OTA program is ACOTE accredited with a 10-year term before a review. According to ACOTE, 10-year review cycles are granted to programs that have no areas of noncompliance and have demonstrated exceptional educational quality. As outlined below, SCC graduates excel on the National Board for Certification in Occupational Therapy (NBCOT).

- The average pass rate nationally is 91%.
- The average pass rate for Missouri OTA programs over a three-year period is 87.31%.
- The average pass rate for SCC's OTA program over a three-year period is 100%.

According to the MDHE's "Enhanced Missouri Student Achievement Study":

- The average graduation rate from 2-year, public institutions in the state of Missouri is a 19.46% (over a three-year period).
- The national average is roughly 40%.
- The average graduation rate from SCC's OTA program is 89%.

Based on SCC-graduate surveys, 94% of students graduating from the OTA program are employed in their field within six months of graduation and board certification. Employer and student surveys show 95-100% satisfaction with program learning, employment status, and demonstration of work performance.

ACOTE standards for faculty numbers and composition for bachelor-level OTA programs must have at least three full-time faculty, 50% of whom must hold a minimum of a master's degree. SCC currently has four full-time and two adjunct faculty. Among the full-time faculty, 50% hold a minimum of a master's degree. The faculty at SCC possess a wide clinical and academic background and have been approved by ACOTE.

Goal #4: Research and Innovation
"Missouri will be a top 10 state for investment in academic research by 2025."

According to "Preparing Missourians to Succeed: A Blueprint for Higher Education," Missouri currently ranks as 10th in business-led research investment. Unfortunately, Missouri ranks 18th in academic-led research investment.   SCC can invest in academic research. The creation of a Bachelor in Occupational Therapy Assistant will result in a new degree program that includes student participation in academic research as a standard for accreditation.

ACOTE provides accreditation standards for academic programs who educate and train Occupational Therapy practitioners. Occupational Therapy practitioners consist of two distinctions, Occupational Therapists (OT) and Occupational Therapy Assistants (OTA). The standards for the Bachelor of OTA have an increased emphasis on research, development, and quality to address the growing need for autonomous and entrepreneurially minded practitioners.

Providing a bachelor degree program in OTA will increase research at state institutions. ACOTE developed additional baccalaureate project standards and enhanced curricular standards, which require graduates of a Bachelor of OTA program to understand the use of quantitative and qualitative methods for data analysis, demonstrate an understanding of instructional design methods for preparing to work in an academic setting, and to develop skills for supervision, management, quality assurance, and improvement for program development. These standards are designed to address the growing need for additional educational content to meet the demands of the dynamic and evolving job market.

The faculty of St Charles Community College designed and implemented an integrated and progressive faculty-led fieldwork program to facilitate the success of students throughout the competency-based learning curriculum. Faculty and students will be able to utilize this model to do new academic research. The faculty currently supervise OTA students during level II fieldwork at three community-based sites. These sites provide a unique opportunity where the student in the OTA baccalaureate program could actively engage in and contribute to components of research, quality improvement, and program development while completing their fieldwork. In keeping with the AOTA's Vision 2025, these community sites are with underserved populations including pediatrics, geriatrics, and mental health. The American Occupational Therapy Association has the vision to guide the profession beyond the Centennial Vision. Vision 2025 states: "As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living." The research that would be generated could be used to create or enhance solutions for these populations who are living, working, and engaging in our communities.

Goal #5 Investment, Advocacy & Partnerships
"Missouri will promote increased investment in post-secondary education through increased advocacy and powerful partnerships with education, business, government, and communities."

St. Charles Community College OTA program has clinical contracts with a variety of clinical, non-clinical, and community-based organizations. These settings allow students to participate in clinical partnerships and practice in both traditional and emerging areas of practice. Embedded in our curriculum are also faculty-led fieldwork opportunities where students and faculty work with community partners to develop and enhance their current offerings and to provide students with progressive participation as they develop competency skills. Both Level I and Level II Faculty-Led Fieldwork rotations are available at an Adult Dementia Specific Day Program, Community Mental Health Day Program, and at a Child Development Center (ages 3 months-5 years).

Our fieldwork experience has been very positive overall with students participating in community sites. The benefit to the community and the benefit to the student's academic preparedness and job readiness is undeniable. However, one of the barriers in many emerging areas of practice is that some employment opportunities in the community require a Bachelor's degree. The educational needs to participate in program development, supervision, quality assurance, and quality improvement, etc. require additional baccalaureate content.

ACOTE developed a set of baccalaureate project standards to address the growing educational demands of the profession and to encourage the development of community and industry partnerships to meet the educational needs of the students and enhance workforce demands.

The Baccalaureate Project is designed to provide an in-depth experience in one or more of the following: 1) Clinical practice skills, Administration, 2) Leadership, 3) Advocacy 4) Education. This project allows the students to demonstrate the application of knowledge gained that distinguishes them as bachelors prepared practitioner who can meet the growing demands of the workforce.

"Level II fieldwork in the emerging practice fields of wellness and community health (WCH) stands out as a natural means to accomplish this goal; embedding a wellness and prevention service component into traditional fieldwork settings could also provide students with experience and in-demand skills. It is well known that students are often offered therapy positions at sites where they have completed traditional fieldwork (Rodger et al., 2007). In nontraditional fieldwork settings, some occupational therapy positions have been created in response to sites' experiences with occupational therapy students in fieldwork and service learning opportunities (Muñoz, Provident, & Hansen, 2004). The development of prevention-focused fieldwork could be a win-win approach. The students who have this experience will gain new knowledge and perspectives that are relevant to practice regardless of the setting. Additionally, the sites in which they work would become more aware of what occupational therapy has to offer and how it benefits their current services. As fieldwork introduces each incoming class of therapists to practice, there should be increased availability of occupational therapy positions in WCH services."

There are endless opportunities to collaborate with education, business, government and community entities. Offering a bachelor's degree would yield additional partnerships and allow SCC's OTA students to enhance their contribution to the community through Baccalaureate Projects. This is in direct correlation with Vision 2025: "As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living."

Resources, faculty, staff, and space allocations in support of Bachelor's Degree Program
Despite statewide budget restrictions, the Dean of Nursing and Allied Health along with the administration of St. Charles Community College are good financial stewards and consistent advocates for the OTA program. The OTA budget was expanded this year to address several needs including additional faculty to accommodate curriculum updates, changes, and course development. Additional funding was also granted for professional development, innovation and technology, and supplies for curriculum adjustments.

SCC purchased the building at # 1 Academy Place Dardenne Prairie, MO 63368 in February 2017. After the purchase, administration provided the OTA department with increased lab space including a simulated lab for OTA. As a result of the need for growth and potential to expand the OTA program, the following shared spaces for allied health students were developed: computer lab, simulated central supply, and competency skills practice rooms. Semi-private faculty office space was also added to accommodate the increase in OTA faculty. The program director has a private office, and there are multiple private areas for counseling students when needed.

The OTA program now has four full-time and two (core) adjunct faculty to accommodate changes to the curriculum and projected growth of an additional student cohort. Faculty have varying and diverse content specialties. The Program Director has been working with and mentoring all faculty on curriculum development, course design, and content implementation. Additionally, one of our administrative assistants has been reclassified and has been given the opportunity for professional development in the areas of clinical records and data collection. We also have allied health counselors on-site to facilitate student enrollment, retention, and student success through an embedded advising model. All of these additions have allowed the OTA department to grow and develop in accordance with our strategic plan and college mission and philosophy and position our program well to develop and implement bachelor's level curriculum.

Student Interest and Community Support
St Charles Community surveyed former graduates of the OTA program and asked if a bachelor's degree was offered at the time they enrolled, would they have sought a bachelor's degree. 100% of the respondents replied strongly agree on a Likert scale of strongly disagree to strongly agree. 92% of the respondents replied strongly agree that they would enroll in a post-professional or bachelor's completion option for students who already graduated from SCC.

St. Charles Community College and the OTA program reached out to community partners and received multiple letters of support from fieldwork partners, industry leaders, administrators, constituents, higher education personnel, and public officials. Both SCC and the OTA program have diligently worked to build and maintain an excellent reputation in the community and validated in these responses. The support and interest in SCC pursuing a bachelor's degree in OTA speaks to the community interest, need, and confidence in the program.

Feasibility of working with other institutions and the process of seeking accreditation
Occupational therapy practitioners are either occupational therapists or occupational therapy assistants. Both distinctions are skilled health care professionals who use research and scientific evidence to ensure their interventions are effective. Because there are two distinct roles within the profession, which have separate and distinct educational outcomes, licensure standards, and certification requirements. Collaboration with other institutions to bridge from OTA to an OT is unavailable. Occupational Therapy is in a unique professional and educational situation in that collaboration is neither feasible nor a viable means of meeting the needs of students and employers.

Institutions of higher education in the state of Missouri currently offer curriculum for OT, at either masters or doctoral level, or OTA at the associate-level. When asked, public universities were unwilling to provide documentation citing a lack of bachelor-level OTA coursework. The absence of upper-level, ACOTE-approved OTA coursework precludes institutions from offering a bachelor-level degree in OTA. At this time, universities in the state of Missouri are ineligible to offer a Bachelor's in Applied Science for OTA; the next availability for new program review is 2023. St. Charles Community College has demonstrated its readiness to become the first institution to offer this unique degree path.

An occupational therapy assistant program seeking accreditation for a new entry-level degree program should first seek approval to offer a baccalaureate degree from the institution, the educational licensing and/or governing board(s) of the state(s) in which the program is to be offered, and the institutional accrediting body. The program does not need to have degree-granting authority at the time of the Letter of Intent but must have that authority at the time the Candidacy Application is submitted. No fees are required and there is no cap on submission of Candidacy Applications for currently accredited programs transitioning from the associate-degree level programs to the baccalaureate degree level.

SCC granted the OTA program approval to pursue mission expansion and develop bachelor-level curriculum. This proposal is an attempt to seek approval from the state governing board. If the OTA program is granted the mission expansion by MDHE and CBHE and is allowed to continue with the new academic program proposal process, the program will submit a letter of intent to ACOTE and an application for candidacy. Since the OTA program at SCC is already accredited by ACOTE, it is not considered a new program and therefore will be able to immediately apply for candidacy.

Any institution who intends to offer a bachelor's of OTA program must follow ACOTE Candidacy Requirements. Included in these requirements is the hiring of a qualified program director one year prior to submitting a letter of intent and would apply to all public, 4-year institutions in the state of Missouri. New programs cannot accept students until meeting initial requirements and waiting until application review is available. This process could take a minimum of three to five years.

June 17, 2019

Courtney Barrett, M.Ed., OTR/L, CBIS
Associate Professor - Program Director
Occupational Therapy Assistant Program
St Charles Community College
#1 Academy Place, Dardenne
Prairie, MO 63368

Ms. Barrett:
Here is the letter that you requested which provides a rationale for ACOTE's decision to offer two points of entry (associate's level & baccalaureate level) for the occupational therapy assistant.

AOTA's Representative Assembly (RA) convened an Ad Hoc Committee to do a feasibility study in 2015 regarding degree level for the occupational therapy assistant. The committee looked at the following areas:

1. Defining expectations of practice for an OTA in the next decade.
2. Growth in content to address changes in practice.
3. Impact of any changes in entry-level degree requirements for the occupational therapists (e.g., doctoral requirement) on occupational therapy assistant education and practice.
4. Readiness of host institutions to support a transition to the bachelor's requirement and the trend in community colleges to offer a limited number of bachelor's degrees.
5. Faculty workforce including occupational therapy assistants with post-baccalaureate degrees.
6. Impact of regulatory changes associated with the Affordable Care Act (ACA) and impact on reimbursement.
7. The potential impact of increased costs on key stakeholders (i.e. students, employers, etc.)

8. Requiring the entry-level degree to be at the doctoral level could push more potential students into occupational therapy assistant programs because of the increased costs of a doctoral versus masters-level program.

See attached appendix for the full detailed report.

ACOTE developed and approved occupational therapy assistant baccalaureate level Standards in August 2018. This was done to provide occupational therapy assistant programs with the option to transition their programs to the baccalaureate level to address some of the **knowledge gaps** identified in bullets 1-3 above. They felt that it was the path to maintain and retain occupational therapy assistants' patency in the future healthcare workforce. ACOTE believes that providing the additional content will equip students with the skills needed to address the issues related to complex healthcare systems and complex patients. If I can be of further assistance, please contact me at ssalvant@aota.org.

Sincerely,

Sabrina Salvant, EdD, MPH, OTR/L
Director of Accreditation

Steve Ehlmann
County Executive

Joann Leykam
Director of Administration

Jennifer George
Assistant Director of Administration

John Greifzu
Assistant Director of Administration

June 26, 2019

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, MO 65102-1469

To Whom it May Concern,

It is my pleasure to offer a letter of support for St. Charles Community College's proposal to expand their Occupational Therapy Assistant (OTA) program to offer a Bachelor of Applied Science degree. For more than 30 years, St. Charles County has been the fastest growing part of the St. Louis region and the fastest growing county in Missouri. With nearly 400,000 residents, a well-trained healthcare workforce is vital to our region and is one of the top priorities for the county.

St. Charles Community College is well known both locally and in surrounding counties for the high level of skill, knowledge, and practical understanding possessed by graduates of their health care programs. Expansion of the Occupational Therapy Assistant program will be an exciting step forward both for our citizens who want to begin or expand their careers and for our community of healthcare providers who are in need of skilled professionals.

I would appreciate your strong consideration for approval of the proposal presented by St. Charles Community College.

Sincerely,

Steve Ehlmann
County Executive
St. Charles County Government

Community
Strong

*Inspiring a culture
of health and
wellbeing in St.
Charles County*

June 26, 2019

Dr. Barbara Kavalier-President

St. Charles Community College

4601 Mid Rivers Mall Dr.

Cottleville, MO 63376

Dear Dr. Kavalier,

I am writing on behalf of Community Strong in support of the St. Charles Community College's continual efforts to meet the complex needs of healthcare through first-class educational standards. We strongly support St. Charles Community College and your laser focus to provide the highest level of education possible to your students.

As an organization, whose mission is to inspire a culture of health and wellbeing in our community we strongly value our partnership and collaborative efforts with St. Charles Community College. St. Charles Community College affords us critical pieces of support through not only first class curriculum but meeting very specific needs our community has for workforce development. St Charles Community College is a reputable leader not only in the education realm but through community involvement as evidenced through your support of the county wide health initiative led by Community Strong. We look forward to working with you to continue to create an epidemic of health and wellness in St. Charles County to inspire and educate our community.

If I can be an additional source of information or recommendation for your goals and objectives, please do not hesitate to reach out via email at cfiggins@edcscc.com or phone 636-229-5282.

Sincerely,

Carissa Figgins

Executive Director

Community Strong-EDC

27 June, 2019

Zora Mulligan, J.D.
Commissioner of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, Missouri 65102-1469
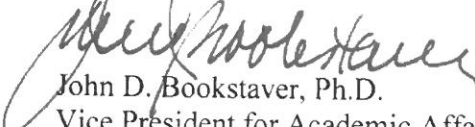
Dear Ms. Mulligan:

I am proud to lend my support to the proposal by St. Charles Community College to offer a bachelor's of applied science degree in the field of Occupational Therapy Assistant (OTA). This field has done significant work in the past few years to adapt to the changing landscape in medicine and respond to the needs of patients, other healthcare professionals, and insurers. Because of the expanding scope of practice in the field and the need for OTAs to assume managerial roles, the employability of OTAs increasingly depends upon their ability to attain bachelors' degrees.

We have wonderful relationships with our four-year partners throughout the state, and we articulate many programs with them. However, no bachelor's programs in OTA exist anywhere in the state. Recently I spoke with Dr. Thomas George, Chancellor of the University of Missouri-St. Louis. While he was unwilling to relate such in writing, he verbally confirmed that UMSL does not award this degree nor offer classes in the field. Given this fact and the realities of new program approval by the Accreditation Council for Occupational Therapy Education (ACOTE) that are outlined in our proposal, collaboration and articulation are not possible now, nor would they be for many years.

I am confident that our proposal has considerable merit, and I respectfully request that the Missouri Department of Higher Education and the Coordinating Board for Higher Education give it full consideration through its comprehensive review process.

Sincerely,

John D. Bookstaver, Ph.D.
Vice President for Academic Affairs and Enrollment Management

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,

Paula Morrissey, RN
Director of Seniors & Co. Adult Day Services

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

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Sincerely,

Diana Smith, OTR/L
Director of Rehabilitation
Villages of St. Peters

headway
CLUBHOUSE
N E E D E D . W A N T E D . E X P E C T E D .

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

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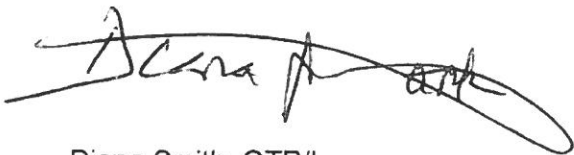
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Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,

T. Mc., MSW

Tyler McClain
Clubhouse Supervisor
Headway Clubhouse
322 McDonough St.
St. Charles MO 63301

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

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Sincerely,

Kathy Drews
Director, St. Charles Community College CDC

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

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Sincerely,

Katherine Mawer
Associate Director CDC

Professional Accreditation Sources:
2018 ACOTE Standards and Interpretive Guide
2018 OTA-B Candidacy Application
2015 Ad Hoc OTA Education Committee Executive Summary Report
ACOTE Accreditation Process for New Programs Application Review
ACOTE Description of the Process for Transitioning Programs
Remaining Slots for New Program Applications - AOTA
AOTA Vision 2025
AOTA Journal: Fieldwork Opportunities for Enhancing Occupational Therapy's Role in Preventive Care
AOTA Journal: Occupational Therapy Practitioners: A key member of the Community Behavioral Health team

Missouri Educational and Legislative Sources:
A stronger MO through Higher Education Report
MDHE Blueprint for Education Goals Overview
MDHE Blueprint for Education Executive Summary
Missouri Comprehensive Fee Survey for Public Institutions of Higher Education: FY2019 Two-Year
Missouri Comprehensive Fee Survey for Public Institutions of Higher Education: FY 2019 Four-Year
Missouri House Bill 758

College and OTA Program Sources:
OTA Bridge to Bachelor Market Report - May 2019
SCC OTA Program Mission Philosophy and Curriculum Design
St Charles Community College Faculty Data Forms
Letters of Support

Tab 9

Academic Program Actions on Provisionally Approved Programs

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

Section 173.005, RSMo, authorizes the Coordinating Board for Higher Education to approve proposed new degree programs, as well as to collect data on and recommend the consolidation or elimination of programs in the best interests of the institution and/or state. The CBHE approves new academic programs provisionally for a period of five years, after which time Department of Higher Education staff reassess the programs and make recommendations to the CBHE for full approval, not approve, or review again in two years.

CURRENT STATUS

The CBHE gave provisional approval to the programs listed below in September 2014. MDHE staff has reviewed each program and recommend the board take the following actions:

Table 1: Recommended Action on Provisionally Approved Programs

Institution	Program Name and Delivery Site	Program CIP Code	Recommendation
Missouri State University	BS, Modern Languages, with options in Applied Business, Second Language, Teacher Certification, and Translation (at main campus)	160101	Full approval
Missouri State University	MS, Applied Behavior Analysis (at main campus)	422801	Full approval
Moberly Area Community College	Associate of Science (at Columbia, Hannibal, Kirksville, and Mexico)	140101	Full approval

RECOMMENDATION

MDHE staff recommend the Coordinating Board for Higher Education approve the recommended actions listed above in Table 1.

NO ATTACHMENTS

The Academic Affairs and Workforce Needs Committee of the Coordinating Board for Higher Education was called to order at 9:14 a.m. on Tuesday, June 4, 2019, in the University Center at Southeast Missouri State University in Cape Girardeau, Missouri. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, and Shawn Saale were present. No members were absent.

Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs, provided an overview of the work of the committee and its purpose.

Approval of March 5, 2019, Academic Affairs & Workforce Needs Committee Meeting Minutes

Mr. Kennedy moved to approve the minutes of the March 5, 2019, Academic Affairs and Workforce Needs Committee. Mr. Cornelison seconded. The motion passed unanimously.

Comprehensive Review Update

Dr. Monhollon led a discussion about the plan for comprehensive review of academic program proposals.

Review of board items

Assistant Commissioner Monhollon provided an update on the equity project.

Mission Review

President Vargas presented a proposal for a statewide mission for Southeast Missouri State University.

Workforce development performance review

Mardy Leathers, Director of Workforce Development presented on the performance review of the division of Workforce Development.

No action was taken. The meeting was adjourned at 11:55 a.m.

Tab 11
Equity Report Update
Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

In an effort to meet the "Big Goal" of having 60 percent of Missourians hold a high-quality postsecondary credential by 2025, the Missouri Department of Higher Education has launched a multi-year effort to identify equity gaps in educational attainment and develop policy recommendations to address those gaps. This agenda aligns to goal 1.5 in *The Blueprint for Higher Education*, which commits the state to reduce inequities in higher education by race/ethnicity, socioeconomic status, gender, and disability, in addition to creating a postsecondary faculty that proportionately reflects the diversity and demographic makeup of the state.

The purpose of the report, and the corresponding Equity Summit, is not only to identify equity gaps, but to gather experts in the field and stakeholders to work to identify and implement strategies to overcome these disparities.

CURRENT STATUS

MDHE staff have analyzed data from the Enhanced Missouri Student Achievement Study (EMSAS) files to identify equity gaps across various metrics. A draft of the report has been provided to members of Equity Summit Planning Committee. While the overall undergraduate enrollment closely matches the state demographic profile, there are disparities in race/ethnicity, age, parental education levels, and income level in regards to sector and selectivity of enrollment, placement in remedial education, enrollment in programs of study, and retention.

In addition to these data, MDHE staff have conducted interviews to include in the equity report. These interviews included representatives and administrators at public postsecondary institutions, experts in equity and diversity, business leaders, and students. These qualitative pieces compliment the quantitative analyses by providing context in the way that current disparities impact actual students. Further, promising strategies, programs, and resources have been identified as ways to close equity gaps.

The report will be released at the Equity in Missouri Higher Education Summit on Wednesday, October 30 at the Holiday Inn Executive Center in Columbia. The summit is free and open to the public, and representatives from higher education, businesses, community organizations, and other stakeholders are encouraged to attend. An invitation-only pre-conference workshop and dinner will take place on Tuesday, October 29 and will provide a forum to develop recommendations for future work on equity in higher education issues. Further information and registration materials are available on the Missouri Department of Higher Education's website.

NEXT STEPS

MDHE staff will continue to work on finalizing the first phase of the Equity Report, as well as outline the agenda for the Equity Summit in October.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS

BACKGROUND

One of the department's goals for 2019 was to partner with the Department of Economic Development to launch a State of Missouri Workforce Report and summit. This task has been completed and the report will be presented at the board's September meeting.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Missouri Workforce Report Executive Summary

Executive
Summary

DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

MISSOURI ECONOMIC &
WORKFORCE REPORT

2019

EMPLOYER SURVEY FINDINGS

Missouri's diversified economy continues to grow in gross domestic product (+2.3%) and payroll employment (+1.0%), according to recent figures. Missouri payroll employment showed average job gains of just under 22,000 a month in the first half of 2019, based on preliminary estimates. With more detailed industry data from the year ending 2018, job growth was strongest in the sectors of Manufacturing, Health Care and Social Services, and Professional Services. Retail jobs declined over the year.

Regionally, the Ozark and Kansas City areas have seen the strongest employment growth rates in the past few years, followed by the St. Louis region. Over a five-year period these three regions grew at rates above the state average of 1.2 percent, particularly leading in Professional/Technical Services and Construction growth rates.

The state's unemployment rate, which is hovering at just over 3 percent, is lower than the U.S. level and signals a very tight labor market. New job openings data shows, that since early 2017, there have been more job openings than unemployed people in Missouri. This compares to a high point just after the recession of seven job openings per one unemployed person. As of the last quarter of 2018, there were an estimated 94,000 unemployed Missourians and 169,000 job openings in the state.

Issues with a tight labor market are seen in the 2019 employer survey conducted this summer. The survey of over 1,600 companies mirrored the mix of industries in Missouri and was also segmented by metro and non-metro firms to gain additional insights.

Missouri Top Industry Job Growth 2017-2018
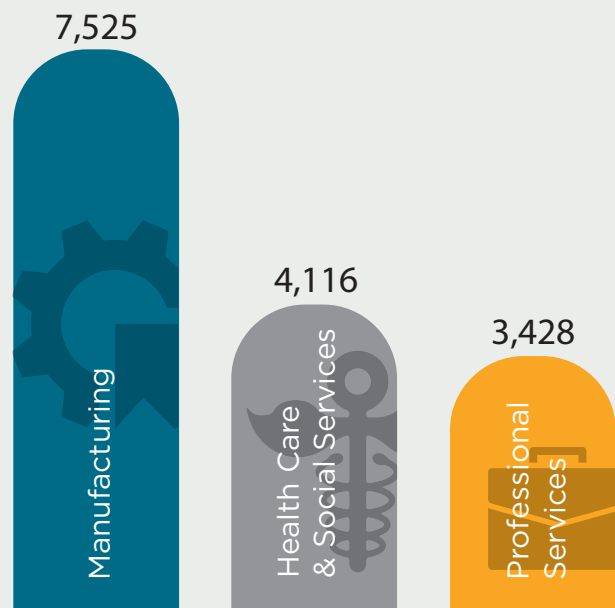
SOURCE: BUREAU OF LABOR STATISTICS, QCEW

HIRING TRENDS

Companies were asked about past and future hiring trends and methods to add employees. Metro and non-metro firms had similar responses and findings include:

- Over the past year 32 percent of businesses increased employment, while 21 percent indicated job declines. Nearly half maintained the same number of jobs.
- Over the next year slightly more firms (33%), statewide, plan to expand employment with fewer anticipating declines (18%).
- Adding part-time employees was the top choice of companies (64%), followed by full-time workers. This may be an indicator that businesses are more cautious about hiring in the coming months.

BARRIERS TO EXPANDING EMPLOYMENT

Firms were asked if there were barriers to expanding employment and how important those barriers were. The key findings are:

- Nearly half (47%) of businesses indicated a shortage of workers with knowledge and skills as the top barrier to job expansion, followed by economic conditions (33%). Responses were nearly identical for non-metro and metro firms, with very low unemployment rates a key reason the shortage of skilled workers is seen as a major barrier.
- Non-metro firms indicated that a shortage of training programs was the most important obstacle, even though less than one in five noted it as an actual barrier.

Top Potential Barriers to Expanding Employment
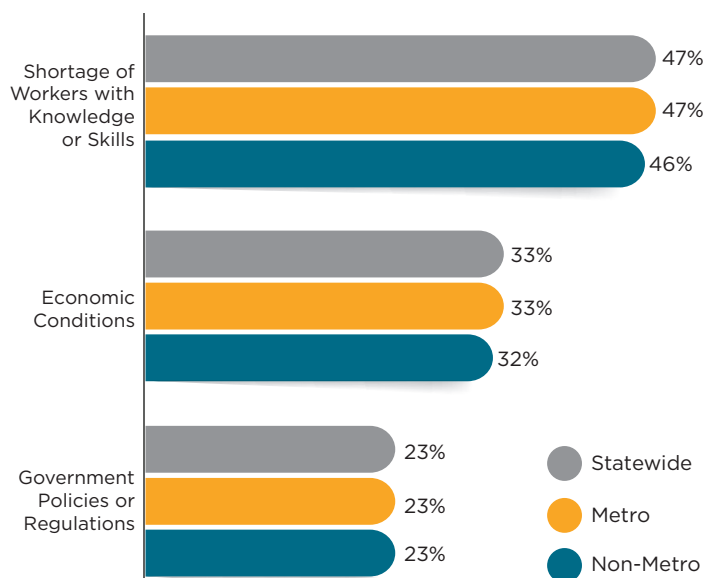
EMPLOYER SURVEY FINDINGS

ADDRESSING SKILL SHORTAGES

Twenty-eight percent of companies indicated a shortage of skilled job applicants. Firms were asked about skill levels needed to address any shortages and measures taken in response. Significant findings include:

- Just under half (45%) of firms experiencing a shortage indicated middle-skills as the top scarcity, followed by low-skill (36%) and high-skill (19%) needs. Results were similar for non-metro and metro businesses.
- Eighty-seven percent of firms said they were forced to hire less experienced workers then train them, with nearly half (49%) offering increased wages. Non-metro firms were more likely than metro firms to offer higher wages or take other measures like hiring outside the area, investing in automation, or hiring contractors.

FUNCTIONAL AREA SKILL SHORTAGES

Companies employ workers in a variety of functional areas. Three out of four firms (76%) had staff in customer service, followed by just over half (52%) with business management activities. Firms were asked about shortages within seven functional areas where staff were employed. Important results include:

- Nearly half or more of businesses employing patient care (58%), manufacturing/maintenance (51%), or skilled trade (49%) positions were experiencing skilled applicant shortages. Non-metro firms indicated functional area shortages were more severe in six out of the seven activities.
- Middle-skilled jobs have the highest percentage of skilled applicant shortages in five of the seven functional areas statewide. Patient care had more shortages in high-skilled jobs whereas customer service functions had the most shortages in low-skilled positions.

Top Shortages of Skilled Applicants in Specified Functional Area

Patient Care: Statewide 58%, Metro 48%, Non-Metro 65%
Manufacturing/Maintenance: Statewide 51%, Metro 41%, Non-Metro 61%
Skilled Trades: Statewide 49%, Metro 44%, Non-Metro 56%

Statewide | Metro | Non-Metro

Skill Level Needed to Meet Functional Skill Shortages

Low-Skill Jobs | Middle-Skill Jobs | High-Skill Jobs

	Low-Skill	Middle-Skill	High-Skill
Skilled Trades	25%	63%	12%
Information Technology	21%	55%	24%
Manufacturing/Maintenance	47%	49%	5%
Business Management	17%	47%	36%
Accounting/Finance	23%	46%	30%
Patient Care	9%	38%	52%
Customer Service	56%	37%	7%
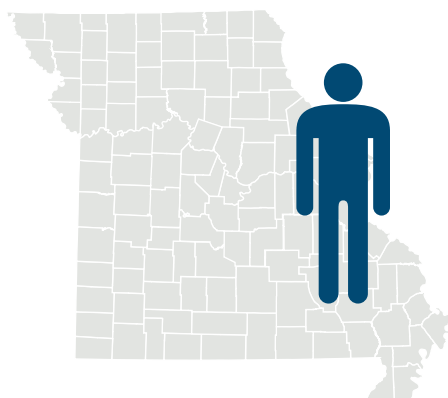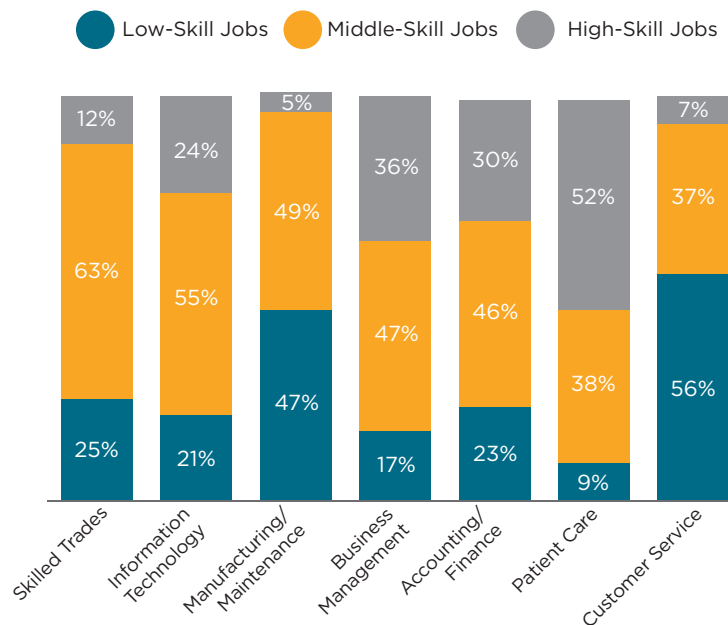
WITH LESS THAN **3.5%** **UNEMPLOYMENT RATE** MISSOURI'S UNEMPLOYMENT RATE IS LOWER THAN THE U.S. LEVEL AND SIGNALS A VERY TIGHT LABOR MARKET.

EMPLOYER SURVEY FINDINGS

JOB APPLICANT SHORTCOMINGS

Businesses were asked about the shortcomings of job applicants and how important the shortcomings were. Metro and non-metro firms had similar responses and the key findings include:

- Seven out of 10 employers noted poor work habits as a shortcoming, the most reported. Lack of communication (55%) and critical thinking (49%) skills were reported by around half of all businesses.
- Soft skills were the top five most reported shortcoming. Hard skills, such as basic math (33%) or computer (25%) knowledge, were some of the lower reported shortcomings.
- Companies noted poor work habits and lack of teamwork as the most important shortcomings.

Top Shortcomings of Job Applicants

Shortcoming	Statewide	Metro	Non-Metro
Poor Work Habits	70%	68%	72%
Lack of Communication & Interpersonal Skills	55%	54%	56%
Lack of Critical Thinking & Problem Solving	49%	48%	49%
Lack of Teamwork or Collaboration	45%	46%	44%

● Statewide   ● Metro   ● Non-Metro
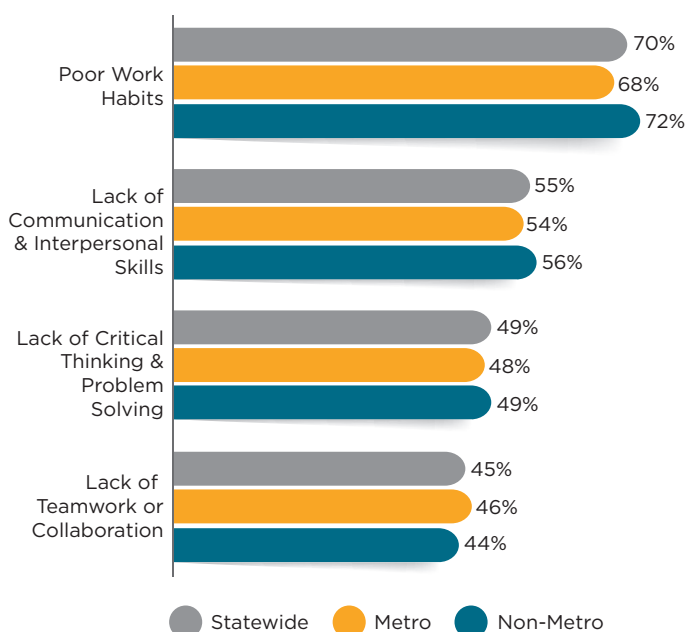
OPPORTUNITIES AND HIRING CONSIDERATIONS

Businesses were asked about the availability of jobs with short-term training, which can represent an opportunity for lower-skilled job seekers to start employment. Hiring practices were also surveyed. Non-metro and metro firms had comparable responses to include:

- Forty-four percent of companies had at least half of their jobs available with short-term training, with nearly seven in 10 having at least some jobs available.
- Nearly all firms (98%) required background checks for employees, and just under six in 10 firms did drug screening before hiring some positions.
- Almost all firms (99%) would consider a job applicant with a prior felony conviction. Fifteen percent would consider the applicant for any job but others indicated some jobs were open (43%) or it would depend on the type of felony (41%).

98% OF FIRMS REQUIRED BACKGROUND CHECKS

99% OF FIRMS WOULD CONSIDER A JOB APPLICANT WITH PRIOR FELONY CONVICTION

METRO AND NON-METRO FIRMS IN COMPARISON

The survey sought to understand how similar or different responses would be for metro and non-metro employers. The responses were remarkably alike across firms, whether it was hiring trends, barriers to expanding employment, areas of skill shortages, or job applicant shortcomings. It is clear that businesses across the state have common workforce needs, despite where they are located.

One key distinction, though, is that the severity of skilled worker shortages are felt more in non-metro firms who have smaller labor pools to draw from. This was evident as non-metro firms were more likely to have skilled applicant shortages across almost all functional areas and were more likely than metro firms to take different measures to address skill applicant shortages, such as increasing pay or hiring contractors.

> THE SEVERITY OF SKILLED WORKER SHORTAGES ARE FELT MORE IN NON-METRO FIRMS WHO HAVE SMALLER LABOR POOLS TO DRAW FROM.

Tab 13

Academic Program Actions Approved through Routine and Staff Review

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

Section 173.005.2(1), RSMo, authorizes the Coordinating Board for Higher Education to approve new degree programs to be offered by the state institutions of higher education. The Coordinating Board in June 2017 delegated to the commissioner of higher education the authority to approve proposals for new academic programs that meet the criteria for Routine review. Routine review applies to the proposals that are clearly within an institution's CBHE-approved mission and service region, do not unnecessarily duplicate an existing program in the geographically applicable area, will be offered at the institution's main campus or at a CBHE-approved off-site location, will build on existing programs and faculty expertise, and can be launched with minimal expense and within an institution's current operating budget. Staff review applies to minor program changes to existing academic programs such as deletion, inactivation, change of title or CIP code, or change of address notification.

This agenda item reports all Routine and Staff reviews by the Missouri Department of Higher Education staff from May – July 2019, and are submitted to the Coordinating Board for Higher Education for information.

CURRENT STATUS

Table 1 summarizes proposed program actions submitted to the CBHE by public institutions, and Table 2 summarizes proposed program actions submitted by independent institutions. Table 3 lists off-site location actions. An itemized list of program actions is included in the attachment to this agenda item.

Academic Program Changes Approved Routine Review

Public Institutions

Summary

Table 1: Public Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	5	1	3	1	10
Inactivated	1	0	2	1	4
Other Program Changes*	14	7	11	16	48
New Main Campus/Online**	45	6	3	4	58
New Off-Site	2	2	2	0	6
Programs Withdrawn	0	0	0	0	0

*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised. **Includes certificates added through the program change process.

Comments: Southeast Missouri State University provided comments on the University of Missouri-St. Louis' proposed Bachelor of Science in Cybersecurity with options in Computer Science and Information Systems and Technology, and Master of Science in Cybersecurity with options in Computer Science and Information Systems and Technology submitted for the May 2019 routine review. The comments addressed unnecessary duplication, unclear reasoning for the different emphasis areas, SEMO's program that serves students in the St. Louis region, and the NSA/DHS CAE-CDE designation and possible ABET accreditation. The University of Missouri-St. Louis addressed each concern and the programs were provisionally approved.

Independent Institutions

Table 2: Independent Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	1	0	4	8	13
Inactivated	0	0	0	0	0
Other Program Changes*	4	8	36	11	59

New	0	0	1	4	5
Off-Site	0	3	5	15	23
Programs Withdrawn	0	0	0	0	0

*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised

Comments: None received.

Off-Site Location Actions

Institution	Site	Action Taken
Public Institutions		
Missouri Southern State University	Sikeston Higher Education Center, 2401 N. Main St., Sikeston, MO	Location closed
Missouri Southern State University	Rolla Technical Center, 505 Forum Drive, Rolla, MO 65401	Location closed
Missouri Southern State University	Nevada Instructional Center, 600 West Edwards Place, Nevada, MO 64772	Location closed
Missouri Southern State University	Webb City School District R-7, 411 North Madison, Webb City, MO 64780	Location closed
Missouri Southern State University	Hometown Bank, 21196 US Highway 71, Pineville, MO 64856	Location closed
Missouri State University	Joplin Site, 4722 E. 32nd St., Joplin, MO 64804	Location closed
Independent Institutions		
Lindenwood University	Miller Career Academy, 1000 N. Grand Avenue, St. Louis, MO 63106	Location closed
Lindenwood University	Lucas Crossing Elementary Complex, 7837 Natural Bridge Road, St. Louis, MO 63121-4625	Location closed
Lindenwood University	Branson Intermediate School, 766 Buchanan Road, Branson, MO 65616	Location closed
Lindenwood University	Clever R-V High School, 6800 State Hwy 14, Clever, MO 65613	Location closed
Lindenwood University	West Plains School District, 407 Thornburg, West Plains, MO 65885	Location closed
Lindenwood University	Rockwood School District, Eureka, MO	Location closed
Lindenwood University	Northwest School District, House Springs, MO	Location closed
Lindenwood University	O'Fallon Campus, 100 North Main Street, O'Fallon, MO 63366	Location closed
Lindenwood University	Hazelwood School District, Hazelwood, MO	Location closed
Lindenwood University	Gateway Elementary School, 6576 Smiley Ave., St. Louis, MO 63139	Location closed
Lindenwood University	Center for Nursing and Allied Health Sciences, 1 Academy Place, Dardenne Prairie, MO 63368	Location closed
Lindenwood University	Gateway Middle and High School, 5049 Fyler Ave., St. Louis, MO 63139	Location closed
Lindenwood University	Central Visual and Performing Arts High School, 3125 S. Kingshighway, St. Louis, MO 63040	Location closed
Lindenwood University	Wildwood Town Center, 16743 Main Street, Wildwood, MO 63040	Location closed

| **Lindenwood University** | Republic Middle School, 1 Tiger Drive, Republic, MO 65738 | Location closed |

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

- Academic Program Actions Approved through Routine and Staff Review

Tab 13 Attachment
Academic Program Actions Approved through Routine and Staff Review

		Routine Programs Recommended for Provisional Approval May - July 2019			
		Public Four-Year Institutions			
INSTITUTION	**DEGREE TYPE**	**PROGRAM TITLE**	**DELIVERY LOCATION**	**CIP**	**APPROVAL DATE**
Harris-Stowe State University	MA	Education Leadership, with options in K-12 and Higher Education Leadership	main campus	130401	Jul-19
Harris-Stowe State University	MBA	Master of Business Administration, with options in Cybersecurity Management, Entrepreneurship and Innovation, Health Administration, and Marketing	main campus	520201	Jul-19
Harris-Stowe State University	MPA	Master of Public Administration, with options in Criminal Justice Management, Public Management, and Policy Analysis	main campus	440401	Jul-19
Missouri State University	BS	Business Analysis	main campus	110501	Jul-19
Northwest Missouri State University	BS	Human Services	Kansas City Center	422707	May-19
Northwest Missouri State University	BAS	Bachelor of Applied Science	Kansas City Center	150699	May-19
University of Missouri-Columbia	BS	Human Environmental Sciences, with option in Family and Consumer Sciences	main campus	190101	Jun-19
University of Missouri-St. Louis	BS	Cybersecurity, with options in Computer Science and Information Systems and Technology	main campus	111003	Jun-19

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
University of Missouri-St. Louis	MS	Cybersecurity, with options in Computer Science and Information Systems and Technology	main campus	111003	Jun-19

Public Two-Year Institutions					
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Jefferson College	AFA	Music	main campus	500901	Jun-19
Missouri State University-West Plains	AA	Child and Family Development	main campus	190706	Jun-19
Missouri State University-West Plains	AS	Technology, with options in Advanced Industrial Maintenance, Advanced Manufacturing Technology, Alternative Energy, Computer Graphics & Programming, General Technology, Technology Management	main campus	150699	Jul-19
Ozarks Technical Community College	C1, AAS	Remanufacturing Technology	main campus	480503	May-19
Ozarks Technical Community College	AITS	Associate of Individualized Technical Studies	main campus, OTC Lebanon, and OTC Waynesville	300000	May-19
Ozarks Technical Community College	AS	Fire Service Administration	main campus	430203	May-19

Independent Institutions					
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	REVIEW DATE
Hannibal-LaGrange University	BSE	Special Education	main campus	131001	Jul-19
Lindenwood University	MS	Human Resource Management	main campus, North County Center, Old Post Office Campus, South County Center, Westport Campus	521001	Jun-19
Lindenwood University	MS	Criminal Justice Administration	main campus	430103	Jun-19

Lindenwood University	MA	Education, with options in Curriculum and Instruction, Designing Curriculum for Students with Dyslexia, Education and Business Leadership	main campus, Aurora High School Library, Forsyth School District, Mehlville School District, Missouri Valley College, North County Center, Parkway Southwest Middle School, Warsaw Community Learning Center, Wentzville Campus, Willard School District	139999	Jun-19
Maryville University	MSN	Innovative Leadership in Nursing	main campus-online	513802	May-19
Southwest Baptist University	AS	Health Sciences	SBU Salem Center, 501 S. Grand, Salem, MO 65560	510000	May-19
Southwest Baptist University	BS	Health Sciences, with options in Leadership/Administration, Computed Topography, Magnetic Resonance, and Interventional Procedures	SBU Salem Center, 501 S. Grand, Salem, MO 65560	510799	May-19
Southwest Baptist University	BS	Sociology	SBU Salem Center, 501 S. Grand, Salem, MO 65560	451101	May-19
Southwest Baptist University	BS	Criminal Justice	SBU Salem Center, 501 S. Grand, Salem, MO 65560	430103	May-19
Southwest Baptist University	BS	Elementary Education	SBU Salem Center, 501 S. Grand, Salem, MO 65560	131202	May-19
Southwest Baptist University	AAS	Business	SBU Salem Center, 501 S. Grand, Salem, MO 65560	520101	Jun-19
Southwest Baptist University	BS	Business Administration	SBU Salem Center, 501 S. Grand, Salem, MO 65560	520201	Jun-19
Southwest Baptist University	AS	Business Administration	SBU Salem Center, 501 S. Grand, Salem, MO 65560	520101	Jun-19
Webster University	MA	School Counseling	Kansas City Metropolitan Campus, 1740 W. 92nd Street, Kansas City, MO 64114 and Rolla Metropolitan Center, 1103 Kingshighway, Rolla, MO 65401	131101	Jun-19

Academic Program Changes Submitted for Staff Review May - July 2019

Public Four-Year Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
Lincoln University	MS	Integrated Agricultural Systems, with option in Integrated Agricultural Systems	030104	Title change, CIP change, Change mode of delivery	MS	Sustainable Agriculture, with option in Integrated Agricultural Systems (delivered online)	010000	Jun-19
Lincoln University	MS	Environmental Science	030104	Inactivate program	MS	Environmental Science (inactive)	030104	Jun-19
Lincoln University	BS	Environmental Science	030104	Inactivate program	BS	Environmental Science (inactive)	030104	Jun-19
Lincoln University	BS	Agribusiness	010101	Inactivate program	BS	Agribusiness (inactive)	010101	Jun-19
Missouri Southern State University	C0	Six Sigma Black Belt	520101	CIP change	C0	Six Sigma Black Belt	150702	Jul-19
Missouri Southern State University	C0	Six Sigma Green Belt	520101	CIP change	C0	Six Sigma Green Belt	150702	Jul-19
Missouri Southern State University	C1	Automation	150613	CIP change	C1	Automation	150406	Jul-19
Missouri Southern State University	BFA	Graphic Design	500409	Title change	BFA	Design	500409	Jul-19
Missouri Southern State University	BS	Juvenile Justice	430110	Delete program	BS	~~Juvenile Justice~~	430110	Jul-19
Missouri Southern State University	AS	Drafting & Design Engineering Technology	151302	Delete program	AS	~~Drafting & Design Engineering Technology~~	151302	Jul-19
Missouri State University	C1	Conservation Law Enforcement	450401	Nomenclature change (correct MDHE error)	C0	Conservation Law Enforcement	450401	Jul-19

Missouri State University	BS	Finance, with options in Finance, and Financial Planning	520801	Option title change (correct MDHE error)	BS	Finance, with options in Financial Planning and Corporate & Investments	520801	May-19
Missouri State University	MAA	Second Language Acquisition	160199	Add certificate program from approved existing parent degree	GRCT	Spanish	160103	Jun-19
Missouri State University	MAA	Second Language Acquisition	160199	Add certificate program from approved existing parent degree	GRCT	French	160103	Jun-19
Missouri State University	MAA	Second Language Acquisition	160199	Add certificate program from approved existing parent degree	GRCT	Foreign Language Teaching (Non-Certifiable)	160105	Jun-19
Missouri State University	BS	Modern Languages	160101	Add certificate program from approved existing parent degree	C0	Spanish for the Professions	160103	Jun-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Advocacy Writing	090900	Jun-19
Missouri State University	MSN	Nursing	513801	Add options to existing program	MSN	Nursing, with options in Nurse Educator, Population Health Leadership, Family Nurse Practitioner	513801	Jun-19
Missouri State University	MS	Cell and Molecular Biology	260406	Add certificate program from approved existing parent degree	GRCT	Biomolecular Sciences	260204	Jun-19
Missouri State University	BS	Information Technology	111099	CIP change	BS	Information Technology	110103	Jul-19
Missouri State University	MS	Computer Information Systems	521299	Title change; CIP change; Add modes of delivery	MS	Information Technology (delivered classroom, hybrid, and online)	110103	Jul-19
Missouri State University	MS	Geospatial Sciences in Geography and Geology	400699	Title change	MS	Geography and Geology	400699	Jul-19
Missouri State University	GRCT	Conservation Education	131202	Title change; CIP change	GRCT	Environmental STEM for Teachers	131316	Jul-19
Missouri State University	GRCT	Nurse Educator (Post-Masters)	513817	Title change	GRCT	Nurse Educator	513817	Jul-19
Missouri State University	BA	Classics-Latin Concentration	161203	Delete program	BA	~~Classics-Latin Concentration~~	161203	Jul-19
Missouri State University	GRCT	Cultural Resource Management Archaeology	450299	Delete program	GRCT	~~Cultural Resource Management Archaeology~~	450299	Jul-19

Missouri State University	MNAS	Natural and Applied Science	301801	Add certificate program from approved existing parent degree	GRCT	Science Content	131316	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Environmental STEM for Teachers	131316	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Sustainable Food Production	010304	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Online Entrepreneurship	520208	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Rhetoric and Argument Writing	231304	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Diversity in the United States	302301	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Video Production	500602	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Documentary Filmmaking	500602	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Medical Humanities	240101	Jul-19
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Paleontology	400604	Jul-19
Missouri State University	MPA	Public Administration	440401	Add certificate program from approved existing parent degree	GRCT	Local Government Management	440401	Jul-19
Missouri State University	MPA	Public Administration	440401	Add certificate program from approved existing parent degree	GRCT	Public Policy	440501	Jul-19
Missouri State University	MPA	Public Administration	440401	Add certificate program from approved existing parent degree	GRCT	Public Safety	430302	Jul-19
Missouri State University	MPA	Public Administration	440401	Add certificate program from approved existing parent degree	GRCT	Economic Development	450604	Jul-19
Missouri State University	MM	Music	500901	Add certificate program from approved existing parent degree	GRCT	Choral Studies	500908	Jul-19
Missouri State University	MM	Music	500901	Add certificate program from approved existing parent degree	GRCT	Music Education	131312	Jul-19

Missouri State University	MSED	Secondary Education	131205	Add certificate program from approved existing parent degree	GRCT	Family and Consumer Sciences Education	131308	Jul-19
Missouri State University	MS	Geospatial Sciences in Geography and Geology	400699	Add certificate program from approved existing parent degree	GRCT	Petroleum Geology	400601	Jul-19
Missouri University of Science & Technology	MS	Nuclear Engineering	142301	Add certificate program from approved existing parent degree	GRCT	Nuclear Nonproliferation	280605	May-19
Missouri University of Science & Technology	N/A	N/A	N/A	Add free-standing certificate program	C0	Automation Engineering	144200	May-19
Missouri University of Science & Technology	MS	Applied & Environmental Biology	260101	Title change	MS	Biological Science	260101	Jul-19
Missouri Western State University	BS	Public Relations	090101	Title change	BS	Strategic Communication	090101	May-19
Missouri Western State University	MAA	Written Communication	231304	Title change	MAA	Technical Communication	231304	May-19
Missouri Western State University	MS	Information Technology Assurance Administration (ITAA)	111003	Title change	MS	Cybersecurity	111003	May-19
Missouri Western State University	MAS	Assessment, with options in Autism Spectrum Disorders, TESOL, Writing, K-12 Cross-Categorical Special Education	130601	Add option; Add modes of delivery	MAS	Assessment, with options in Autism Spectrum Disorders, TESOL, Writing, K-12 Cross-Categorical Special Education, Differentiated Instruction (delivered classroom, hybrid, and online)	130601	May-19
Missouri Western State University	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Leadership Studies	309999	May-19

Missouri Western State University	MAA	Technical Communication, with options in Technical Communication and Writing Studies	231304	Delete option	MAA	Technical Communication, with options in Technical Communication ~~and Writing Studies~~	231304	Jul-19
Northwest Missouri State University	BS	Advertising	090903	Title change	BS	Strategic Advertising	090903	Jul-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Global Supply Chain Management	520101	May-19
University of Missouri-Columbia	MA	Human Development & Family Studies, with options in Family & Community Services, Family Studies, Lifespan Development, Early Childhood Development	190701	Title change, Delete options	MA	Human Development & Family Science, with option in ~~Family & Community Services~~, ~~Family Studies~~, Gerontology, Youth Development	190701	May-19
University of Missouri-Columbia	MS	Human Development & Family Studies, with options in Family & Community Services, Family Studies, Lifespan Development, Early Childhood Development	190701	Title change; Delete option	MS	Human Development & Family Science, with options in Family Studies, Lifespan Development, Early Childhood Development	190701	May-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Veterinary Science	512501	May-19
University of Missouri-Kansas City	MS	Mechanical and Aerospace Engineering	141901	Delete program (correct MDHE error)	MS	~~Mechanical and Aerospace Engineering~~	141901	May-19
University of Missouri-Kansas City	GRCT	Clinical Research	190708	CIP change	GRCT	Clinical Research	511401	May-19
University of Missouri-Kansas City	GRCT	Black Studies	240101	CIP change	GRCT	Black Studies	50201	May-19
University of Missouri-Kansas City	FPCT	Periodontics	510599	CIP change	FPCT	Periodontics	510510	May-19
University of Missouri-Kansas City	C0	Labor Studies	521004	Delete program	C0	~~Labor Studies~~	521004	May-19

University of Missouri-Kansas City	N/A	BS Environmental Sciences; BA/BS Geography; BA, BS Geology	030104; 450701	Combine programs	BS	Earth and Environmental Science	030104	May-19
University of Missouri-Kansas City	MBA	Business Administration	521302	Add certificate program from approved existing parent degree (this cert is cross listed under Executive MBA, MPA, Master of Science in Accountancy, Master of Science in Entrepreneurial Real Estate, and Master of Science in Finance)	GRCT	Business Analytics	521302	Jul-19
University of Missouri-Kansas City	BA	Economics	450603	CIP change (correct submission error)	BA	Economics	450601	Jul-19
University of Missouri-St. Louis	BS	Information Systems	521301	Title change	BS	Information Systems and Technology	521301	May-19
University of Missouri-St. Louis	MS	Information Systems	521301	Title change	MS	Information Systems and Technology	521301	May-19
University of Missouri-St. Louis	BES	Educational Studies with options in Early Childhood Education, Exercise Science and Wellness Cultural Education, Park and Museum Programs, Youth and Adult Development	130101	Title change, Add option to existing program, Add mode of delivery	BES	Bachelor of Educational Studies, with options in Early Childhood Education, Exercise Science and Wellness Cultural Education, Park and Museum Programs, Youth and Adult Development, Social Entrepreneurship (delivered classroom and hybrid)	130101	May-19
University of Missouri-St. Louis	N/A	N/A	N/A	Add free-standing certificate program	C0	Mobile Apps and Ubiquitous Computing	151204	May-19
University of Missouri-St. Louis	BS	Actuarial Science	521304	Add certificate program from approved existing parent degree	C0	Actuarial Studies	270101	May-19
University of Missouri-St. Louis	BS	Actuarial Science	521304	Add certificate program from approved existing parent degree	C0	Actuarial Science	270305	May-19

University of Missouri-St. Louis	BA	Economics	450601	Add certificate program from approved existing parent degree	C0	Applied Econometrics and Data Analysis	450601	May-19
University of Missouri-St. Louis	MA	Communication and Media Studies	090100	Title change (correct MDHE error)	MA	Communication	090100	May-19
University of Missouri-St. Louis	GRCT	Post-Graduate Pediatric Nurse Practitioner	513809	Title change	GRCT	Post-Graduate Primary Care Pediatric Nurse Practitioner	513809	Jun-19
University of Missouri-St. Louis	MED	Secondary Education, with options in Curriculum & Instruction, General, Middle Level Education, Reading, Teacher Certification, Teaching English to Speakers of Other Languages	131205	Delete option	MED	Secondary Education, with options in Curriculum & Instruction, General, ~~Middle Level Education~~, Reading, Teacher Certification, Teaching English to Speakers of Other Languages	131205	Jun-19
University of Missouri-St. Louis	MPPA	Public Policy Administration, with options in Health Policy, Local Government Management, Human Resources & Organizations, Nonprofit Organization Management, Policy Research and Analysis	440401	Delete option	MPPA	Public Policy Administration, with options in Health Policy, Local Government Management, ~~Human Resources & Organizations~~, Nonprofit Organization Management, Policy Research and Analysis	440401	Jun-19
University of Missouri-St. Louis	MS	Gerontology	301101	Delete program	MS	~~Gerontology~~	301101	Jun-19
University of Missouri-St. Louis	GRCT	Gerontology	301101	Delete program	GRCT	~~Gerontology~~	301101	Jun-19
University of Missouri-St. Louis	BA	Art History	500703	Delete program	BA	~~Art History~~	500703	Jun-19
University of Missouri-St. Louis	BSPPA	Public Policy and Administration	440401	Add options	BSPPA	Public Policy and Administration, with options in Public Administration and Public Policy	440401	Jun-19

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
University of Missouri-St. Louis	BA	Communication	090100	Add options, Add modes of delivery	BA	Communication, with option in Strategic Communication, Applied Visual Communication, Mass Communication, Interpersonal Communication (delivered classroom, hybrid, and online)	090100	Jun-19
University of Missouri-St. Louis	BM	Music, with options in Elective Studies in Business, Music Composition, Music Education, Music Theory, and Performance	500901	Add option	BM	Music, with options in Elective Studies in Business, Music Composition, Music Education, Music Theory, Performance, and Jazz Studies	090100	Jun-19
University of Missouri-St. Louis	BS	Computer Science	110701	Add certificate program from approved existing parent degree	C0	Artificial Intelligence	110102	Jul-19
University of Missouri-St. Louis	MS	Computer Science	110701	Add certificate program from approved existing parent degree	GRCT	Artificial Intelligence	110102	Jul-19

Public Two-Year Institutions								
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
Metropolitan Community College	AAS	Business	520201	Add certificate program from approved existing parent degree	C1	Retail Management	520201	Jun-19
Metropolitan Community College	AAS	Business	520201	Add certificate program from approved existing parent degree	C1	Logistics Management	520201	Jun-19
Mineral Area College	C1	Agriculture	010101	Title change, Add modes of delivery	C1	Controlled Environment Agriculture (delivered classroom, hybrid, and online)	010101	Jul-19
Missouri State University-West Plains	C1	Manufacturing Technology	150699	Title change, CIP change	C1	Advanced Manufacturing Technology	150613	May-19

Missouri State University-West Plains	AAS	Agriculture, General	010000	Title change, Add modes of delivery	AAS	Agriculture (delivered classroom, hybrid, and online)	010000	Jun-19
Missouri State University-West Plains	AAS	Agriculture	010000	Add certificate program from approved existing parent degree	C0	General Agriculture	010000	Jun-19
Missouri State University-West Plains	AAS	Business	520201	Add certificate program from approved existing parent degree	C0	Advanced Business Studies	520201	Jun-19
Missouri State University-West Plains	AAS	Business	520201	Add certificate program from approved existing parent degree	C1	Basic Office Management	520499	Jun-19
Missouri State University-West Plains	C0	Workplace Employability Skills	350103	Title change	C0	Workplace Essential Skills	350103	Jun-19
Missouri State University-West Plains	AA	General Studies	240102	Add mode of delivery	AA	General Studies (delivered classroom and online)	240102	Jun-19
Missouri State University-West Plains	AAS	Health Information Technology	510707	Add mode of delivery	AAS	Health Information Technology (delivered classroom and online)	510707	Jun-19
Ozarks Technical Community College	AAS	Apprenticeship Skilled Trades	489999	Title change, Add option	AAS	Apprenticeship Skilled Trades, with option in Construction Craft Labor Leadership	489999	May-19
Ozarks Technical Community College	AAS	Agriculture	010000	Add certificate program from approved existing parent degree (Richwood Valley Campus)	C1	Outdoor Power/Powersports	010000	May-19
Ozarks Technical Community College	C1	Surgical Technology	510909	Inactivate program	C1	Surgical Technology (inactive)	510909	May-19
Ozarks Technical Community College	AAS	Emergency Medical Services-Paramedic	510904	Add certificate program from approved existing parent degree (at main campus, OTC Ft. Leonard Wood, and OTC Waynesville)	C0	Emergency Medical Services-Community Paramedic	510904	May-19

Institution	Degree Type	Program Title	CIP Code	Proposed Change	Degree Type After Change	Program Title After Change	CIP Code After Change	Approval Date
Ozarks Technical Community College	AS	Engineering, with options in Civil Engineering, Electrical Engineering, and Mechanical Engineering	140101	Add option	AS	Engineering, with options in Civil Engineering, Electrical Engineering, Mechanical Engineering, Physics	140101	May-19
Ozarks Technical Community College	C1, AAS	Machine Tool Technology	480501	Title change	C1, AAS	Precision Machining Technology	480501	May-19
Ozarks Technical Community College	AAS	Early Childhood Development, with option in Special Needs	190709	Delete option	AAS	Early Childhood Development	190709	May-19
St. Louis Community College	C1	Surgical Technology	510909	Delete program	C1	~~Surgical Technology~~	510909	Jun-19
State Fair Community College	AAS	Computer & Network Administration	110901	Add certificate program from approved existing parent degree	C1	IT Essential Skills	110901	Jun-19
Three Rivers College	C1	Precision Agriculture	010301	Delete program at main campus, Sikeston, Dexter, and Kennett	C1	~~Precision Agriculture~~	010301	Jun-19

Independent Institutions Program Changes

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
Columbia College	AA	Associate of Arts	240101	Add mode of delivery	AA	Associate of Arts (delivered classroom and online)	240101	May-19
Columbia College	BA/BS	Accounting	520301	Add mode of delivery	BA/BS	Accounting (delivered classroom and online)	520301	May-19
Columbia College	MBA	Accounting	520101	Add mode of delivery	MBA	Accounting (delivered classroom and online)	520101	May-19
Columbia College	AS/BA/BS/MBA	Business Administration	520101	Add mode of delivery	AS/BA/BS/MBA	Business Administration (delivered classroom and online)	520101	May-19
Columbia College	BA/BS	Business Administration, Public Relations & Advertising	090999	Add mode of delivery	BA/BS	Business Administration, Public Relations & Advertising (delivered classroom and online)	090999	May-19
Columbia College	AS/BS	Computer Information Systems	110101	Add mode of delivery	AS/BS	Computer Information Systems (delivered classroom and online)	110101	May-19

Columbia College	C1	Crime Scene Investigation	430106	Add mode of delivery	C1	Crime Scene Investigation (delivered classroom and online)	430106	May-19
Columbia College	MS	Criminal Justice	430103	Add mode of delivery	MS	Criminal Justice	430103	May-19
Columbia College	AS/BA/BS	Criminal Justice Administration	430103	Add mode of delivery	AS/BA/BS	Criminal Justice Administration (delivered classroom and online)	430103	May-19
Columbia College	MED	Educational Leadership	130401	Add mode of delivery	MED	Educational Leadership (delivered classroom and online)	130401	May-19
Columbia College	BA	English	230101	Add mode of delivery	BA	English (delivered classroom and online)	230101	May-19
Columbia College	BA/BS	Entrepreneurship	520701	Add mode of delivery	BA/BS	Entrepreneurship (delivered classroom and online)	520701	May-19
Columbia College	BA/BS	Finance	520801	Add mode of delivery	BA/BS	Finance (delivered classroom and online)	520801	May-19
Columbia College	AGS/BGS	General Studies	240102	Add mode of delivery	AGS/BGS	General Studies (delivered classroom and online)	240102	May-19
Columbia College	BA/BS	Healthcare Management	510701	Add mode of delivery	BA/BS	Healthcare Management (delivered classroom and online)	510701	May-19
Columbia College	BA	History	540101	Add mode of delivery	BA	History (delivered classroom and online)	540101	May-19
Columbia College	C1/BA/BS/MBA	Human Resource Management	521001	Add mode of delivery	C1/BA/BS/MBA	Human Resource Management (delivered classroom and online)	521001	May-19
Columbia College	AS/BA/BS	Human Services	440000	Add mode of delivery	AS/BA/BS	Human Services (delivered classroom and online)	440000	May-19
Columbia College	C1/BA/BS	Management	520201	Add mode of delivery	C1/BA/BS	Management	520201	May-19
Columbia College	BS	Management Information Systems	521201	Add mode of delivery	BS	Management Information Systems (delivered classroom and online)	521201	May-19
Columbia College	BA/BS	Marketing	521401	Add mode of delivery	BA/BS	Marketing (delivered classroom and online)	521401	May-19
Columbia College	C1	Marketing Management	521401	Add mode of delivery	C1	Marketing Management	521401	May-19
Columbia College	BS	Mathematics	270101	Add mode of delivery	BS	Mathematics (delivered classroom and online)	270101	May-19
Columbia College	BSN	Nursing	513801	Add mode of delivery	BSN	Nursing (delivered classroom and online)	513801	May-19
Columbia College	BA	Political Science	451001	Add mode of delivery	BA	Political Science (delivered classroom and online)	451001	May-19

Columbia College	BA/BS	Public Administration	440401	Add mode of delivery	BA/BS	Public Administration (delivered classroom and online)	440401	May-19
Columbia College	BA	Sociology	451101	Add mode of delivery	BA	Sociology (delivered classroom and online)	451101	May-19
Columbia College	BA/BS	Sports Management	310504	Add mode of delivery	BA/BS	Sports Management (delivered classroom and online)	310504	May-19
Hannibal-LaGrange University	MED	Education Administration, with options in Elementary Principalship and Secondary Principalship	130401	Add option	MED	Education Administration, with options in Elementary Principalship, Secondary Principalship, and Special Education Director	130401	Jul-19
Hannibal-LaGrange University	BSE	Secondary Education, with options in Art, Biology, Business, English, Mathematics, Music (Instrumental or Vocal), Physical Education, Social Studies, Speech & Theatre, Unified Science with Biology Endorsement	131205	Delete option	BSE	Secondary Education, with options in Art, Biology, Business, English, Mathematics, Music (Instrumental or Vocal), Physical Education, Social Studies, Speech & Theatre, ~~Unified Science with Biology Endorsement~~	131205	Jul-19
Lindenwood University	BA	Education, with options in English (9-12), Social Science (9-12), Mathematics (9-12), Chemistry (9-12), Speech & Theatre (9-12), Spanish (K-12), French (K-12), Art (K-12), Physical Education (K-12), Biology (9-12), Business ((-12), Chemistry with Unified Science (9-12), Instrumental Music (K-12), Vocal Music (K-12), Health (K-12), Chinese Language Certification (K-12), Business Education Certification	139999	Delete options	BA	Education, with options in English (9-12), Social Science (9-12), Mathematics (9-12), Chemistry (9-12), Speech & Theatre (9-12), Spanish (K-12), ~~French (K-12)~~, Art (K-12), Physical Education (K-12), Biology (9-12), Business ((-12), ~~Chemistry with Unified Science (9-12)~~, Instrumental Music (K-12), Vocal Music (K-12), Health (K-12), ~~Chinese Language Certification (K-12)~~, Business Education Certification	139999	May-19
Lindenwood University	BS	Business Systems Development	110501	Delete program	BS	~~Business Systems Development~~	110501	May-19
Lindenwood University	MA	Art History	500703	Add certificate program from approved existing parent degree	GRCT	Art History	500703	May-19

Lindenwood University	MS	Healthcare Administration	510701	Add mode of delivery	MS	Healthcare Administration (delivered classroom and online)	510701	May-19
Lindenwood University	C0	Healthcare Administration	510904	Delete program	C0	~~Healthcare Administration~~	510904	May-19
Lindenwood University	MA/MS	Business Specialty Areas	520201	Delete program and Wentzville and Westport campuses	MA/MS	Business Specialty Areas	520201	May-19
Lindenwood University	MS	Administration, with option in Project Management	520211	CIP change, Add options	MS	Administration, with option in Project Management, Management and Organizational Leadership, and Marketing Management	520101	Jun-19
Lindenwood University	MBA	Business Administration, with options in Accounting, Entrepreneurial Studies, Finance, Human Resource Management, International Business, Management, Marketing, Supply Chain Management	520101	CIP change, Add option	MBA	Business Administration, with options in Accounting, Entrepreneurial Studies, Finance, Human Resource Management, International Business, Management, Marketing, Supply Chain Management, Sport Management	520201	Jun-19
Lindenwood University	MA	Communications	090901	Delete program at main campus and St. Louis City Center	MA	~~Communications~~	90901	Jun-19
Lindenwood University	BS	Business Systems Development	110501	Delete program	BS	~~Business Systems Development~~	110501	Jun-19
Lindenwood University	MA	Teaching	131206	Add mode of delivery	MA	Teaching (delivered classroom and online)	131206	Jun-19
Lindenwood University	BA	Journalism, + BA Media Management	090401	Combine programs	BA	Mass Communications	090102	Jun-19
Lindenwood University	MA/MS	Business Specialty Areas	520201	Delete program at Westport Campus	MA/MS	~~Business Specialty Areas~~	520201	Jun-19
Lindenwood University	BA	Communications	090101	Delete program at Westport Campus	BA	~~Communications~~	090101	Jun-19
Lindenwood University	BA	Gerontology	519999	Delete program at Westport Campus	BA	~~Gerontology~~	519999	Jun-19
Lindenwood University	MA	Gerontology	519999	Delete program at Westport Campus	MA	~~Gerontology~~	519999	Jun-19
Lindenwood University	MS	Health Management	510799	Delete program	MS	~~Health Management~~	510799	Jun-19

Lindenwood University	MA	Human Service Agency Management	521001	Delete program	MA	~~Human Service Agency Management~~	521001	Jun-19
Lindenwood University	BA	Education, with options in English (9-12), Social Science (9-12), Mathematics (9-12), Chemistry (9-12), Speech & Theatre (9-12), Spanish (K-12), French (K-12), Art (K-12), Physical Education (K-12), Biology (9-12), Business (9-12), Industrial Technology (9-12), Instrumental Music (K-12), Vocal Music (K-12), Health (K-12), Business Education Certification	139999	Delete option	BA	Education, with options in English (9-12), Social Science (9-12), Mathematics (9-12), Chemistry (9-12), Speech & Theatre (9-12), Spanish (K-12), French (K-12), Art (K-12), Physical Education (K-12), Biology (9-12), Business (9-12), ~~Industrial Technology (9-12)~~, Instrumental Music (K-12), Vocal Music (K-12), Health (K-12), Business Education Certification	139999	Jul-19
Ranken Technical College	AS	Automotive Collision Repair Technology	470603	Degree type change, Title change, Add mode of delivery	AT	Professional Collision Repair Technology	470603	Jul-19
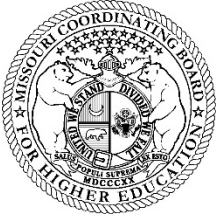
Tab 14
Proprietary School Certification Actions and Reviews

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

The Missouri Department of Higher Education's Proprietary School Certification Program (§§ 173.600-618, RSMo) provides oversight of certain types of Missouri-based and out-of-state private, postsecondary education providers. This board item provides an update on current issues regarding the Proprietary School Certification Program as well as a summary of recent program actions.

CURRENT STATUS

All program actions that have occurred since the June 5, 2019, Coordinating Board for Higher Education meeting are reported in the attachment to this item. The report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Proprietary School Certification Program Actions and Reviews

Tab 14 Attachment
Proprietary School Certification Program Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

Applied Scholastics Educator Training Institute
St. Louis, Missouri

> This non-profit institution offers non-degree programs in Study Technology for educators. The school is not accredited.

Beautiful You Permanent Cosmetics Academy
Springfield, Missouri

> This for-profit institution offers non-degree programs in microblading and permanent cosmetics. The school is not accredited.

Boston University
Kansas City, Missouri

> This non-profit institution offers clinical placements in conjunction with Children's Mercy hospitals for graduate degree programs in athletic training, occupational therapy, physical therapy, and social work. The school is accredited by the New England Association of Schools and Colleges (NEASC).

Mercy Hospital St. Louis
St. Louis, Missouri

> This non-profit institution offers a non-degree program in radiologic technology. The program is accredited by the Joint Review Committee on Education in Radiologic Technology.

Nexul Academy
St. Louis, Missouri

> This for-profit institution offers non-degree programs in full stack web development. The school is not accredited.

Saybrook University
Springfield, Missouri

> This non-profit institution offers clinical placements for its Master of Arts in Counseling program. The school is accredited by the Western Association of Schools and Colleges (WASC).

Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)

> None

Exemptions Granted

Epic Bible College
Springfield, Missouri

> This institution was granted exemption as "a non-for-profit religious school that is accredited by the American Association of Bible Colleges, the Association of Theological Schools in the United States and Canada, or a regional accrediting association, such as the North Central Association, that is recognized by the Council on Postsecondary Accreditation or its successor organization and the United Sates Department

of Education." The school is accredited by the Transnational Association of Christian Colleges and Schools (TRACS).

Immaculate Heart of Mary Novitiate
St. Louis, Missouri

This institution was granted exemption as "a non-profit school, owned, controlled, and operated by a bona fide religious or denominational organization that offers no programs or degrees and grants no degrees or certificates other than those specifically designated as religious degrees or programs." The school is not accredited.

Sacred Circle Seminary
Columbia, Missouri

This institution was granted exemption as "a non-profit school, owned, controlled, and operated by a bona fide religious or denominational organization that offers no programs or degrees and grants no degrees or certificates other than those specifically designated as religious degrees or programs." The school is not accredited.

Venture Bible College
Springfield, Missouri

This institution was granted exemption as "a non-profit school, owned, controlled, and operated by a bona fide religious or denominational organization that offers no programs or degrees and grants no degrees or certificates other than those specifically designated as religious degrees or programs." The school is not accredited.

Applications Pending Approval (Authorization for Instructional Delivery)

American Welding Academy
Union, Missouri

This for-profit institution seeks to offer non-degree programs in welding. The mission of the school is to provide students with a world-class, unique and rigorous welding training and education program that will ensure academic success, develop a diverse skill set, prepare students for the demands of the welding industry and enable students to gain meaningful employment upon graduation. The school is not accredited.

ISI Welding School
Stockton, Missouri

This non-profit institution seeks to offer non-degree programs in welding. The mission of the school is to provide world-class education for the petrochemical, aerospace, manufacturing and shipbuilding welding industries. The school is not accredited.

Kennelwood Academy for Dog Trainers
St. Louis, Missouri

This for-profit institution seeks to offer non-degree programs in dog training. The mission of the school is to create the most advanced and sought-after dog trainers in the industry. The school is not accredited.

SIGMA 3 Survival School
Strafford, Missouri

This for-profit institution seeks to offer non-degree programs in survival instructor training. The mission of the school is to train our students how to walk into the wilderness with nothing but a knife and survive indefinitely. The school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Schools Closed

Broadcast Center

> The Broadcast Center operated a location in St. Louis, Missouri. The school was approved to offer certificate programs in broadcasting. The school's owners made the decision to cease new enrollment in 2018 and permanently closed June 30, 2019. Department staff are seeking verification of the appropriate storage of all student-related records, as required by Missouri statutes.

National American University – Independence

> National American University operated a location in Independence, Missouri. The school is accredited by the Higher Learning Commission (HLC). The school was approved to offer certificate, associate, and baccalaureate degrees in business, allied health, criminal justice, and information technology. The school's owners made the decision to cease new enrollment in ground-based programs at these locations in Missouri. The Independence branch permanently closed May 31, 2019. Department staff monitored the closure process and verified the appropriate storage of all student-related records, as required by Missouri statutes.

Premier Knowledge Solutions

> Premier Knowledge Solutions operated a location in St. Louis, Missouri. The school was approved to offer certificate programs in information technology. The school was sold to Centriq Training, and the new owners made the decision to cease new enrollment and permanently close June 30, 2019. Department staff monitored the closure process and verified the appropriate storage of all student-related records, as required by Missouri statutes.

Certifications Denied

> None

BACKGROUND

Missouri's Big Goal for higher education is to have 60 percent of working-age adults with a high quality certificate or degree by 2025. While the state has made ongoing progress in meeting this goal, there are still substantial barriers to its achievement. In addition, the recent Best in the Midwest/Talent for Tomorrow initiative reaffirmed the growing chorus from the business community about the necessity of a workforce with the needed skills and education if Missouri's economy is going to thrive. It is not possible to reach these goals without a broad based approach that includes incentives and opportunities for individuals beyond the traditional college age group.

With only two programs for which adults are potentially eligible (Access Missouri and Marguerite Ross Barnett Memorial Scholarship), it became clear during the recent review of the total suite of state financial aid programs that additional opportunities will be needed in order to effectively serve adult and returning students. The proposed Fast Track Workforce Incentive Grant is designed to fill that gap by providing an adult-friendly program that focuses on enrollment and graduation from programs identified as leading to employment in high-need occupations.

The intent of this agenda item is to provide the board with information about the development of and a copy of the final draft of the administrative rule for the program's operation for action.

Background

Senate Bill 68 (2019), which includes the Fast Track authorizing provisions, was passed by the General Assembly and, on July 10, signed by the Governor. In order to reap the greatest benefit from this program, the department established a goal to begin operation of the grant portion of the program in early fall (October). In response, staff began the planning process in February of this year.. In addition to the development of the administrative rule, MDHE staff has been working with the Information Technology division to develop an automated process for students to apply for the grant and to receive awards through the current payment system.

Almost from the beginning, the State Student Financial Aid Committee has been working on the issues surrounding the implementation of this program. From the exploration of the general concepts underlying this type of program to the development of specific implementation policies, the committee has provided input and feedback ultimately resulting in the attached proposed administrative rule. In addition, staff shared a draft of the rule with the broader financial aid community to request comments and suggestions regarding the programs operation. That comment period ended on August 9 with no additional input beyond grammatical and typographic items.

Current Status

The following is a brief overview of the main points of the proposed administrative rule. Because the legislation established this program as a grant that converts to a loan under certain circumstances, the attached proposal reflects that program approach.

Definitions

Many of the definitions are relatively standard across all of the state aid programs. The terms specific to this proposal include definition of at least half-time enrollment, eligible program and qualifying employment. Because the intent is for this program to assist students enrolled in some non-credit, non-Title IV eligible programs, the half-time enrollment definition was a challenge. Eligible program must be defined in order to clarify that only credential-seeking students enrolled in programs designed by the Coordinating Board will be

eligible for an award. Qualifying employment, a definition that mirrors the proposed statute, relates directly to the work requirement that is used to determine whether the award stays a grant or is converted to a loan.

Student Eligibility

Although the student eligibility section is mostly standard, this proposal does incorporate a provision that was recommended as part of the state student aid review. For federal student assistance, student financial aid directors have some flexibility to reflect changes in a student's financial circumstances, such as a job loss, that have occurred since the Free Application for Federal Student Aid (FAFSA) was completed. Because of the need for deadlines for many of the state's programs, many of these changes come too late to impact a student's eligibility for state aid. Because there are no deadlines proposed for this program, the proposed rule language would incorporate those "professional judgment' changes into the program eligibility process.

Award Policy

Expiration of grant eligibility and award calculation parameters are specified in the rule consistent with the legislation. This includes expiration after four full-time semesters of awards (or the equivalent) or the receipt of a bachelor's degree. Fast Track is classified as a "last dollar" tuition and fee grant, meaning it covers any unpaid tuition and fee costs after all other non-loan governmental financial aid has been applied. Unique to Fast Track is the provision that it would pay the students with the greatest need up to $500 per term to cover other educational costs, such as books, tools, and other types of fees. In most "last dollar' programs, these students often receive no award because other aid covers all tuition and fee costs,

Another critical award policy issue is prioritization. In instances where funding is not sufficient to pay all eligible students the full amount of the award calculation, it is essential that a priority order is established. For Fast Track, the legislative provisions identify renewal students as the highest priority. However, in order to ensure the department is prepared for needed additional prioritization, the proposed rule establishes a secondary priority of earliest Fast Track application date.

Grant Forgiveness

The proposed program includes both a residency and work requirement. Within 12 months of completing their program of study, the recipient must retain or reestablish Missouri residency and must maintain qualified employment in the state for three years. Students that fail to satisfy those requirements will have any outstanding balance converted to a loan, which must be repaid with interest. To implement these requirements, the administrative rule establishes the parameters for retaining the grant as a grant. This includes establishing the criteria that students must meet in order to defer conversion to a loan under certain circumstances. In order to best serve adult students, who often are unable to attend at least half-time on a continuous, the proposed rule provides considerable flexibility in attendance patterns without the grant converting to a loan.

Repayment

While we would hope that all recipients would remain Missouri residents and work for the required three years, we know that will not be the case. Although the staff is exploring contracting out the actual servicing of the loans, the administrative rule must establish a certain level of detail for how the loan conversion and repayment will occur. As indicated above, recipients must work in Missouri for three years in order to avoid conversion of the grant to a loan. One third of the total grant received is removed from the loan potential for each full year of qualifying employment in the state. This section of the rule specifies what interest rate will be charged on any balance that is converted to a loan (federal direct loan interest rate), establishes the base repayment period (10 years), and establishes the notification requirements for both the recipient and the department. It also provides for the deferral of principal and interest payments if the student enrolls in postsecondary education, experiences an economic hardship, enters military service, or experiences a medical condition that limits their ability to make payments.

Unfortunately, we also know that some recipients will fail to repay the loan. In recognition of that fact, the rule also provides parameters for when a recipient is considered to be in default, what happens to the loan when it is assigned default status and the steps the recipient must take to remove the account from defaulted status.

NEXT STEPS

Upon approval of the attached proposed administrative rule, the department will have sufficient authority to begin full operation of the new program. In addition, the staff will initiate the administrative rule process, with a likely effective date in March or April of 2020.

RECOMMENDATION

Staff recommend that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed administrative rule as described above become effective as soon as possible.

ATTACHMENT

- Proposed Fast Track Administrative Rule

4   **Tab 15 Attachment**
5   **Fast Track Workforce Incentive Grant Administrative Rule**

6   **(1) Definitions.**

7   (A)   Academic year shall be twenty-four (24) semester or trimester credit hours, thirty-six (36)
8   quarter credit hours, or nine hundred (900) clock hours, and at least thirty (30) weeks of instructional time
9   for a credit hour program or at least twenty-six (26) weeks of instructional time for a clock hour program.

10   (B) At least half-time student shall mean a student who, regardless of the course delivery method,
11 is enrolled in an eligible program in at least six (6) semester hours, four (4) quarter hours, twelve (12)
12 scheduled clock hours per week, or the equivalent in another measurement system for the fall and spring
13 terms or at least three (3) semester hours, two (2) quarter hours, twelve (12) scheduled clock hours per
14 week, or the equivalent in another measurement system for the summer term. Any student enrolled in a
15 program consisting of less than 300 clock hours and that is identified by the approved institution as non-
16 credit shall be considered as meeting this definition.

17   (C) Applicant means a student who has filed a complete and accurate application to receive a Fast
18 Track Workforce Incentive Grant award as prescribed by the CBHE and who qualifies to receive such award
19 under section 173.2553, RSMo and this rule.

20   (D) Approved institution means any institution located in the state of Missouri that meets the
21 requirements set forth in sections 173.1102(2), (3) or (4), RSMo, that has been approved under 6 CSR 10-
22 2.140, and that has been approved to participate in the federal student financial assistance programs
23 created in Title IV of the Higher Education Act of 1965, as amended,

24   (E) Award year shall be from July 1 of any year through June 30 of the following year.

25   (F) Coordinating Board means the Coordinating Board for Higher Education as established in
26 Article IV, Section 52 of the Missouri Constitution.

27   (G)   Department means the Department of Higher Education and Workforce Development as
28 established by Executive Order 19-0X.

29   (H)   Eligible program shall mean a program offered by a participating Fast Track Workforce
30 Incentive Grant institution resulting in the award of a certificate, undergraduate degree, or other industry-
31 recognized credential and that has been designated as an eligible program by the CBHE for the award year
32 in which the student is applying.

33   (I) Expenses mean any direct or indirect charges including, but not limited to, tuition, fees, books,
34 supplies and room and board, for educational-related expenses up to the cost of attendance.

35   (J) FAFSA shall mean the Free Application for Federal Student Aid as maintained by USDE.

36   (K) Fast Track grant shall mean an amount of money paid by the state of Missouri to a qualified
37 student under the Fast Track Workforce Incentive Grant established in Section 173.2553, RSMo.

38   (L) Full time employment shall mean full-time employment as defined by the employer or thirty (30)
39 hours within a fixed and regularly recurring seven (7) day period, whichever is greater.

40   (M) Governmental sources of funding shall mean federal, state, and any other governmental grant
41 or scholarship aid excluding federal work-study and aid classified as a loan and any other aid that can be
42 converted to a loan.

43   (N) Graduation means completion of the program of study leading to the most advanced
44 undergraduate credential sought by the student as indicated by the award of a certificate, undergraduate
45 degree, or other industry-recognized credential.

46   (O) Income shall mean the amount identified as the federal family Adjusted Gross Income on the
47 most recent FAFSA filed by an applicant that applies to the term in which the student is enrolled.

48   (P) Initial recipient shall mean a student who qualifies under subsection 2. of section 173.2553,
49 RSMo, and this rule and has not received a Fast Track award in any prior award year.

50   (Q) Participating institution shall mean an approved institution that has a complete Fast Track
51 participation agreement on file with the department.

52   (R) Payment period means a subset of the academic year for which an eligible student can receive
53 a Fast Track grant. For semester-based programs, each semester (summer, fall, spring) or trimester
54 constitutes a payment period. For non-semester-based contact hour programs, payment periods are 450
55 contact hours or the remaining contact hours when the remainder of the program is less than 450 contact
56 hours. For non-semester-based credit hour programs, payment periods are 15 semester credit hours or
57 the equivalent in quarter credit hours.

58   (S) Qualifying employment shall mean full-time employment of a Missouri resident at a workplace
59 located within the state of Missouri, or self-employment while a Missouri resident, with at least fifty (50)
60 percent of an individual's income coming from self-employment, either of which results in required returns
61 of income in accordance with section 143.481, RSMo.

62   (T) Recipient shall mean an eligible student or renewal student who received a Fast Track grant.

63   (U) Renewal student shall mean an eligible student who remains in compliance with the provisions
64 of section 173.2553; has received a grant as an initial recipient; maintains a cumulative grade point average
65 of at least two and one-half (2.5) on a four-point (4.0) scale or the equivalent; makes satisfactory academic
66 degree progress as defined by the institution, with the exception of grade point average; and has not
67 received a bachelor's degree.

68   (V) Residency, for the purpose of this rule, shall be determined by reference to the standards set
69 forth in 6 CSR 10-3.010, Determination of Student Residency.

70   (W) Satisfactory academic progress shall be a cumulative grade point average (CGPA) of at least
71 two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception
72 of grade point average, as otherwise determined by the approved institution's policies as applied to other
73 students at the approved institution receiving assistance under Title IV financial aid programs included in
74 the Higher Education Act of 1965. The calculation of CGPA shall be based on the approved institution's
75 policies as applied to other students in similar circumstances. Students enrolled in programs that use a
76 pass/fail grading system are not subject to the CGPA requirement but must still meet the institution's
77 academic progress policy cited above. For programs for which a CGPA is not calculated or progress
78 monitored, institutional polices relating to performance and/or completion shall be considered to meet this
79 definition.

80   (X) Tuition and fees shall mean any charges to students classified as tuition, any institutional fees
81 charged to all students, and program-specific fees charged to all students in that program, excluding any
82 course-specific fees.

83 **(2) Responsibilities of Institutions of Postsecondary Education.**

84   (A) Institutions participating in the Fast Track Workforce Incentive Grant program must meet the
85 following requirements:

86   1) Compliance with 6 CSR 10-2.140 Institutional Eligibility for Student Participation.

87   2) Before requesting disbursement for an initial recipient, verify the student has met the eligibility
88 requirements listed in section (3) of this rule.

89   3) Before requesting disbursement for a renewal student, verify:

90   a) The student has met the eligibility requirements listed in section (3) of this rule; and

91   b) The student has met the satisfactory academic progress requirements referenced in
92   this rule.

93   c) Governmental sources of funding are applied correctly to tuition and fees as specified
94   in this rule.

95   (B) Institutions shall perform and maintain adequate records of each recipient's loan counseling.
96 Loan counseling must be provided to each recipient at least once each academic year.
97

98   (C) Institutions shall report the enrollment status of Fast Track recipients on the schedule
99 announced by the department.

(3) Eligibility Policy.

101   (A) To qualify for a Fast Track award, an initial recipient, at the time of his application and
102 throughout the period during which the recipient receives the award, must:

103   1) Meet the requirements set forth in section 173.2553, RSMo; and

104   2) Meet the general student eligibility criteria of Title IV of the federal Higher Education Act, as
105 amended, except the requirement that students be enrolled in credit-based programs.

106   (B) To qualify for a Fast Track award, a renewal student must:

107   1) Continue to meet the initial eligibility requirements; and

108   2) Meet the Satisfactory Academic Progress policy as defined in this rule, except that, at the
109   discretion of the participating institution, the CGPA requirement of the Satisfactory Academic
110   Progress policy may be waived for one term.

111   (C) If an approved institution revises the income of an eligible student consistent with the federal
112 regulations pertaining to professional judgment, the revised income will be used to establish student
113 eligibility.

(4) Application and Evaluation Policy.

115   (A) The department shall annually prescribe the time and method for filing applications for financial
116 assistance under the Fast Track Workforce Incentive Grant program.   It shall make announcement of its
117 action in these respects.

118   (B) Students shall apply annually for financial assistance under the Fast Track Workforce Incentive
119 Grant program by having on file with the institution a completed FAFSA with a valid Expected Family
120 Contribution, and completing and submitting the Fast Track application.

121   (C) The department may require the applicant and the applicant's spouse to execute forms of
122 consent authorizing the director of revenue to compare financial information submitted by the applicant with
123 the Missouri individual income tax returns of the applicant and the applicant's spouse for the taxable year
124 immediately preceding the year for which application is made, and to report any discrepancies to the
125 department.

126 **(5) Award Policy.**

127 (A) Fast Track awards shall be made by payment period. With the exception of the first payment
128 period, the current payment period must be completed before funds can be requested for the next payment
129 period.

130

131 (B) To receive an award, an initial or renewal student must submit all required documentation to
132 the department, including a signed promissory note, for each distribution of funds.

133 (C) Student eligibility for the Fast Track Workforce Incentive Grant expires at the earliest of the
134 following, except a student who is eligible at the beginning of a term may receive the Fast Track award for
135 the full term in which the expiration criterion is met:

136 1) Receipt of the grant for four full-time semesters. For purposes of Fast Track eligibility, four
137 semesters means 60 semester credit hours, 90 quarter credit hours or 1,800 clock hours. A
138 recipient's remaining eligibility will be calculated as a percent by dividing the number of hours for
139 which a recipient receives a Fast Track payment by the respective maximum number of hours in
140 that measurement system. Once that calculation results in a percentage of 100 or more, the
141 individual's eligibility has expired;

142 2) Receipt of a bachelor's degree; or

143 3) Reaching two hundred percent (200%) of the academic time, measured in the time typically
144 required to complete the program of study in which the student is currently enrolled as included in
145 an official publication of the institution.

146 (B) For each term or payment period, the amount of the Fast Track award must be calculated
147 based on the remaining costs of actual tuition and fees after any other governmental sources of funding
148 have been applied. When the calculation results in a zero award the amount of the award shall be the lesser
149 of the remaining cost of attendance as calculated by the institution after all non-loan student aid has been
150 applied or $500. The $500 award, when applicable, will be made regardless of whether the student is
151 enrolled full or part-time.

152 (C) If insufficient funds are available to pay all eligible students, renewal students shall be given
153 priority until all funds are expended. If funds are insufficient to pay all renewal students or to pay all initial
154 recipients after all renewal students are paid, students with the earliest Fast Track application submission
155 date shall be given priority.

156 (D) Financial aid must be applied to tuition and general fees in the following order:

157 1) First, all other available governmental sources of funding; and

158 2) Second, the Fast Track award.

159 (E) To be eligible for a Fast Track award, the student must apply for and accept all governmental
160 sources of funding for which he or she is eligible at the institution in which he or she is enrolled.

161 (F) Recipients shall remain eligible for an award and/or for the grant to remain a grant when
162 pursuing a subsequent-credential. Recipients shall only receive an award for one Fast Track eligible
163 program at a time.

164 (G) A student who has been denied a Fast Track award for lack of satisfactory academic progress
165 may not receive another Fast Track award until the enrollment period after the applicable standard has
166 once again been met.

167   (H) No Fast Track award will be made retroactive to a previous award year. A Fast Track award
168   will be made retroactive to a previous payment period within the current award year only upon the sole
169   discretion of the department.

170   (I) A Fast Track award will be made only after institutional certification of the student's eligibility
171   and award components.

172   (J) Once a Fast Track award has been disbursed, no changes will be made to the award calculation
173   regardless of changes in the number of hours in which the recipient is enrolled.

174   (K) An eligible student's failure to provide required information by an established deadline may
175   result in loss of the Fast Track Workforce Incentive Grant for the period covered by the deadline.

176   (L) An eligible student may transfer the Fast Track Workforce Incentive Grant from one (1)
177   participating institution to another without losing eligibility for assistance, but the department shall make any
178   necessary adjustments in the amount of the award.

179   **(6) Grant Maintenance**

180   (A) The grant shall remain a grant and repayment will not be required if the recipient satisfies the
181   following criteria.

182   1) Maintain at least half-time enrollment in an eligible program until graduation, with an interruption
183   of qualifying enrollment of no more than twelve (12) consecutive months from the last day of the
184   most recent payment period during which the student received a Fast Track award;

185   2) Graduate from an approved institution;

186   3) Be a resident of the state of Missouri within twelve (12) months after the date of graduation and
187   maintain residency for at least three (3) years; and

188   4) Achieve qualifying employment within twelve (12) months of graduation and maintain qualifying
189   employment for at least three (3) years.

190   (B) For each year, up to three (3) years, the recipient maintains qualified Missouri residency and
191   employment, one-third (1/3) of the amount of the total aggregate Fast Track Workforce Incentive Grant
192   received shall be applied against the total aggregate amount of the grant and shall not be subject to
193   repayment.

194   (C) The recipient shall annually provide certification to the department the recipient meets the
195   residency and employment requirements of the program.

196   (D) The recipient may apply to the department for a waiver of the conversion of the grant to a loan
197   due to the total and permanent disability or death of the recipient, the recipient's spouse, or the recipient's
198   child or if such recipient or recipient's spouse is providing service to any branch of the Armed Forces of the
199   United States and is transferred out of state and is no longer able to maintain Missouri residency as a result
200   of such service. The disability must be certified as permanent and total by the recipient's physician. In the
201   event of the death of the recipient, the executor or other custodian of the deceased recipient's estate may
202   submit an application.

203   (E) Recipients may defer conversion of the grant to a loan if their qualified employment is
204   interrupted for one (1) of the following reasons:

205   1) Enrollment in at least half-time study as certified by the institution of higher education in which
206   the recipient is enrolled;

207   2) Service in any branch of the armed forces of the United States; or

208   3) A temporary disability resulting from an injury or illness that renders the recipient unable to be
209   employed. The recipient's physician must certify the nature of the disability, the date the disability
210   began, and the expected duration of the recovery period, not to exceed twelve (12) months.

211   (F) The deferment shall begin on the date the recipient ceases to hold qualified employment. The
212 length of the deferment will be at the department's discretion based on individual circumstances. The
213 recipient must notify the department at the beginning and end of the interruption in employment and provide
214 any requested supporting documentation. The recipient must also return to qualified employment following
215 the interruption.

216   (G) Recipients must promptly report to the department any change of mailing address.

217 **(7) Loan Conversion/Repayment Policy.**

218   (A) If the recipient fails to satisfy any of the criteria for the award to remain a grant, any remaining
219 balance of the aggregate grant shall convert to a loan and the recipient shall repay the balance of the grant
220 funds received from the state with interest.

221   (B) Recipients must notify the department within thirty (30) days of a change in enrollment status
222 or employment that would trigger repayment.

223   (C) Recipients must promptly report to the department any change of mailing address.

224   (D) Interest shall be charged on the unpaid balance of the amount received at the federal direct
225 loan interest rate for Direct Subsidized Undergraduate Loans in effect at the time the student enters the
226 first eligible program, regardless of when the grant is first received for that program. Interest shall accrue
227 from the date the recipient initially fails to meet the grant forgiveness criteria and continue until the
228 outstanding balance of principal and interest has been paid in full.

229   (E) The department shall mail a repayment schedule to the recipient.

230   (F) The payment amount will vary depending on the total amount received plus accrued interest.
231 Under no circumstances shall the minimum monthly payment be less than fifty dollars ($50) or the minimum
232 annual payment be less than six hundred dollars ($600).

233   (G) The repayment schedule shall be based on a ten- (10-) year repayment plan unless the
234 minimum monthly payment amount results in a shorter repayment period.

235   (H) The recipient shall make the first payment no later than the last day of the month in which the
236 repayment schedule is dated. Subsequent payment dates will be specified on the repayment schedule.
237 Payments are delinquent if not received by the department within ten (10) business days of the payment
238 due date.

239   (I) Payments shall be applied first to accrued interest with any remaining amount applied to
240 principal.

241   (J) Recipients shall not be subject to penalty for early repayment.

242   (K) Recipients may defer principal and interest payments for a period approved by the department
243 for the following reasons:

244   1) Enrollment in at least half-time study as certified by the institution in which the recipient is
245   enrolled. The deferment shall be initiated on the date the recipient begins half-time enrollment;

246   2) Experiencing economic hardship as determined by the department;

247   3) Medical condition limiting the recipient's ability to continue repayment including, but not limited
248   to, illness, disability or pregnancy, as certified by the recipient's physician; or

249   4) Service in any branch of the armed forces of the United States.

250   (L) The recipient must notify the department at the beginning and end of the deferment period and
251 submit to the department any requested supporting documentation.

252   (M) Interest will not accrue during a deferment period.

253   (N) Payments made during a deferment period will be applied first to any interest accrued prior to
254 the deferment period and then to principal.

255   (O) In the event a recipient, the recipient's spouse, or child becomes totally and permanently
256 disabled as certified by a physician or dies, the requirements of the recipient to make any further payment
257 of principal and interest will be discharged immediately upon department approval of the request for
258 discharge. The recipient must apply to the department for loan discharge and provide any requested
259 supporting documentation. In the event of the death of the recipient, the executor or other custodian of the
260 deceased recipient's estate may submit an application.

261 **(8) Default.**

262   (A) A recipient's account will be in a default status when the recipient has failed to make three (3)
263 consecutive, scheduled payments.

264   (B) The department will notify the recipient of the default status by certified mail sent to the
265 recipient's last known mailing address.

266   (C) Upon default, principal and interest are due in full immediately, unless:

267   1) The recipient makes satisfactory repayment arrangements within thirty (30) days from the date
268   of the certified notice: and

269   2) The recipient makes three (3) consecutive, on-time payments that are at least the minimum
270   amount provided on the repayment schedule resulting in the removal of default status.

271   (D) All loans in repayment, deferment, or default status will be monitored. All available legal
272 remedies may be pursued to ensure full repayment of loans. The borrower may be responsible for
273 reasonable collection costs, including but not limited to attorney fees, court costs, and other fees.

274 **(9) Information Sharing Policy.**

275   (A) All information on an individual's Fast Track application will be shared with the financial aid
276 office of the institution to which the individual has applied, or is attending, to permit verification of data
277 submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished
278 by the state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

Tab 16
Revisions to the A+ Program Administrative Rule

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

House Bill 604 (2019) is an omnibus education bill that, in part, modifies the A+ Scholarship statute (Section 160.545, RSMo) to allow reimbursement of dual credit and dual enrollment coursework for students attending designated A+ high schools. The General Assembly passed this bill during the 2019 legislative session and Governor Parson signed it on July 11, 2019. The A+ administrative rule, 6 CSR 10-2.190, must be revised as a result of this legislation.

CURRENT STATUS

The statute was revised to ensure its provisions apply to both traditional postsecondary A+ students and the newly eligible dual credit/dual enrollment high school students. As a result, certain requirements have changed for postsecondary students.

Previously, students had to attend at an A+ designated high school for any three years prior to graduation and to graduate from an A+ high school to be eligible for the scholarship. To allow high school students to receive payments applying to dual credit or dual enrollment courses beginning in their junior year, that requirement was revised. Students must now attend an A+ designated high school for at least two years to be eligible for either a postsecondary or dual credit/dual enrollment award. A corresponding change is proposed in the attached rule amendment.

In addition, prior to the revision students were required to have earned a minimal grade while in high school. The statute was silent on the required postsecondary grade point average. However, current departmental policy requires a 2.5 cumulative grade point average, to be verified on the schedule (semester or annual) established in the institution's policy. To accommodate the dual credit/dual enrollment students, that provision was amended to require that students earn a minimal grade while in high school or through the semester immediately before taking the course for which reimbursement is sought. As a result, of this change, the department proposes amending its policy to require grade point average verification at the end of each semester.

The newly revised statute requires students to graduate from an A+ high school to be eligible not only for a postsecondary A+ award but also for a dual credit or dual enrollment award. Further revision is expected during the 2020 legislative session to allow students to be eligible for dual credit or dual enrollment prior to high school graduation. Since that revision has not yet occurred, for now the proposed revisions to the A+ administrative rule focus only on the provisions outlined above that apply to postsecondary students.

NEXT STEPS

The department will initiate the Secretary of State's rulemaking process upon the Coordinating Board's approval of the proposed amendments. In addition, the department will work with the State Student Financial Aid Committee to draft further administrative rule amendments to address the dual credit/dual enrollment statutory provisions.

RECOMMENDATION

Staff recommend that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed amendments as described above become effective as soon as possible.

ATTACHMENT

- Proposed A+ Scholarship Program Rule Amendments (6 CSR 10-2.190)

Coordinating Board for Higher Education
September 11, 2019

Tab 16 Attachment
Proposed A+ Scholarship Rule Amendments

6 CSR 10-2.190 A+ Scholarship Program

PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding institutional and student eligibility for student financial assistance under the A+ Scholarship program.

(3) Eligibility Policy.
  (A) To qualify for A+ tuition reimbursement, an initial recipient must meet the following criteria:
    1. Attend an A+ designated high school or high schools for at ~~least three (3)~~ **two (2)** years prior to graduation and graduate from an A+ designated high school. Enrollment during the ~~three (3)~~ **two (2)** years in which the student was in attendance at one (1) or more A+ designated high schools must total a minimum of eighty percent (80%) of the instructional days required by the high school from which the student graduates. Interruptions in enrollment cumulatively totaling no more than twenty percent (20%) of instructional days in the ~~three (3)~~ **two (2)** years in which the student was in attendance at one (1) or more A+ designated high schools may occur consecutively or intermittently;
    2. Make a good faith effort to first secure all available federal sources of funding that could be applied to the A+ Scholarship reimbursement;
    3. Be a U.S. citizen or permanent resident;
    4. Enter into a written agreement with the A+ designated high school prior to high school graduation;
    5. Graduate from an A+ designated high school with an overall grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale;
    6. Have at least a ninety-five percent (95%) attendance record overall for grades nine through twelve (9–12);
    7. Have performed fifty (50) hours of unpaid tutoring or mentoring, of which up to twenty-five percent (25%) may include job shadowing, prior to high school graduation, except—
      A. When there are circumstances beyond a student's control, the high school may extend the time period for completing this requirement on a case-by-case basis, not to exceed six (6) months beyond high school graduation;
    8. Beginning with the high school senior class of 2015, meet one (1) of the following indicators of college preparedness, unless the A+ school district has met all of the Department of Elementary and Secondary Education's requirements for waiver of the Algebra I end-of-course exam for the recipient:
      A. Have achieved a score of proficient or advanced on the official Algebra I end-of-course exam, or a higher level DESE approved end-of-course exam in the field of mathematics; or
      B. Meet other criteria established by the CBHE. The CBHE will develop these criteria in consultation with participating A+ institutions and A+ designated high schools and may revise these criteria annually;
    9. Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol while in grades nine through twelve (9–12). Student participation in the Constitution Project of Missouri may be included in a student's record of good citizenship in accordance with the A+ designated high school's policy;
    10. Be admitted as a regular student, enroll in an eligible program, and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:
      A. The student is enrolled in all of the available hours applicable to the student's program of study in a given term;
      B. The student is participating in a required internship; or
      C. The student is enrolled in prerequisite courses that do not require full-time enrollment;
    11. Not be enrolled or intend to use the award to enroll in a course of study leading to a degree in theology or divinity;

12. Not have a criminal record preventing receipt of federal Title IV student financial aid;

13. Meet the institution's definition of satisfactory academic progress as determined by the participating institution's policies as applied to other students at the participating institution receiving assistance under federal Title IV student financial aid programs, with the exception of cumulative grade point average (CGPA). The student must achieve a minimum CGPA of two (2.0) on a four-point (4.0) scale, or the equivalent on another scale, at the end of the fall semester for semester-based programs, or at the end of the initial payment period for non-semester based programs. The calculation of CGPA shall be based on the participating institution's policies as applied to other students in similar circumstances; and

14. For students that receive a positive net disbursement in a given term, maintain eligibility by meeting the following course completion standards. A course is considered complete if the student earns a standard grade for the course, including a failing grade but excluding a grade at withdrawal prior to completion:

A. Complete a minimum of twelve (12) semester credit hours in the fall or spring semester, six (6) credit hours in the summer term, or the equivalent, for students enrolled full-time in an eligible credit hour program. Students unable to satisfy the statutory minimum requirements for full-time status under the federal Title IV student financial aid programs as a result of a disability as defined by Title II of the Americans with Disabilities Act must complete a minimum of six (6) credit hours, or the equivalent, in any term;

B. Complete a minimum of ninety (90) percent of the clock hours required for the federal payment period, for students enrolled full-time in an eligible clock hour program; or

C. Complete all of the hours in which the student is enrolled in a given term, for students enrolled less than full-time in accordance with subparagraphs (3)(A)10.A.–C. of this rule.

(B) To qualify for tuition reimbursement under the A+ Scholarship program, a renewal recipient must meet the following criteria:

1. Be admitted as a regular student, enroll in an eligible program, and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to the student's program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

2. Meet the institution's definition of satisfactory academic progress as determined by the participating institution's policies as applied to other students at the participating institution receiving assistance under federal Title IV student financial aid programs, with the exception of cumulative grade point average (CGPA). The student must achieve a minimum CGPA of two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale. The calculation of CGPA shall be based on the participating institution's policies as applied to other students in similar circumstances. **The renewal recipient must have met these satisfactory academic progress and CGPA requirements through the term immediately before the term in which reimbursement is sought.**

3. For students that receive a positive net disbursement in a given term, maintain eligibility by meeting the following course completion standards. A course is considered complete if the student earns a standard grade for the course, including a failing grade but excluding a grade at withdrawal prior to completion:

A. Complete a minimum of twelve (12) semester credit hours in the fall or spring semester, six (6) credit hours in the summer term, or the equivalent, for students enrolled full-time in a credit hour program. Students unable to satisfy the statutory minimum requirements for full-time status under the federal Title IV student financial aid programs as a result of a disability as defined by Title II of the Americans with Disabilities Act must complete a minimum of six (6) credit hours, or the equivalent, in any term;

B. Complete a minimum of ninety (90) percent of the clock hours required for the federal payment period, for students enrolled full-time in a clock hour program; or

C. Complete all of the hours in which the student is enrolled in a given term, for students enrolled less than full-time in accordance with subparagraphs (3)(A)10.A.–C. of this rule; and

4. Make a good-faith effort to secure all federal sources of funding that could be applied to tuition before the award is disbursed, but no later than the deadline established by the CBHE.

(C) The department will review written appeals of its eligibility policy in the following circumstances:

1. The student failed to make a good-faith effort to secure all federal sources of funding that could be applied to tuition; or

2. The student failed to meet the grade point average requirement as a result of a documented medical reason.
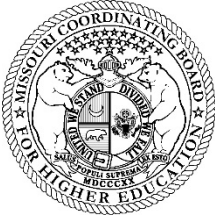
Tab 17

Recertification for Institutional Participation in State Student Financial Aid Programs

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

Institutions must have their eligibility to participate in the state student financial assistance programs recertified by September 2019 in order for their students to continue to receive state financial assistance. The Coordinating Board for Higher Education approved the recertification of 78 institutions at its June 5, 2019, meeting. However, two institutions, Carthage Technical Center and Nevada Regional Technical Center, did not submit a recertification application and department staff inadvertently failed to follow up with these institutions to ascertain whether they intended to pursue recertification. As a result, they were excluded from board consideration in June. This item seeks board approval to correct the omission and ensure all eligible and interested institutions are recertified by the end of this month.

CURRENT STATUS

Carthage Technical Center submitted the documents required for recertification. Departmental review of the submitted documents found this institution is eligible to be recertified for participation in the following programs:

- Access Missouri Financial Assistance Program
- Higher Education Academic Scholarship Program (Bright Flight Scholarship)
- Public Safety Officer or Employee's Child Survivor Grant Program
- Wartime Veteran's Survivors Grant Program

Nevada Regional Technical Center opted not to continue its participation in state student assistance programs administered by the department.

NEXT STEPS

Once recertification has been granted by the Coordinating Board, Carthage Technical Center will be notified by the commissioner regarding that action and receive their copy of the duly signed participation agreements. In addition, the department will update its institutional records accordingly.

RECOMMENDATION

Staff recommend that the Coordinating Board for Higher Education approve Carthage Technical Center for recertification to participate in the state student financial assistance programs administered by the Missouri Department of Higher Education until September 2022.

NO ATTACHMENTS

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) submits requests for funding for Department of Higher Education and Workforce Development operations, state student financial aid programs administered by the department, higher education institutions' operating budgets and initiatives, and institutional capital projects each year. In addition, the CBHE may request supplemental funding when additional funds are needed to continue to operate a program for the remainder of the current fiscal year. Decisions about request levels are made in close consultation with the Office of Administration's Division of Budget and Planning and the state budget director.

In July of each year, the state budget director issues budget instructions that provide guidelines for the preparation of each agency's budget request. The FY 2021 budget instructions cover letter from Dan Haug, State Budget Director, is attached to this agenda item. Of particular importance is the statement that:

> *"Departments may request mandatory and priority FY 2021 new decision items. For priority items, departments need to look at existing resources as a funding source."*

This informational item is a summary of MDHE staff recommendations for the FY2021 budget requests for department operations, student financial assistance programs, institutions' operating budgets and initiatives, and capital funding. Additional detail is provided in the agenda items dedicated to these topics.

FY 2020 (Supplemental Budget)

For the current fiscal year, due to delays in the state's new debt offset system implementation, a one-time supplemental increase in debt offset spending authority is needed for the following public universities. Debt offset refers to the statutory authorization for public agencies, including public colleges and universities, to intercept state tax refunds in order to pay an outstanding debt owed to those agencies by the taxpayer.

- $300,000 for University of Missouri System
- $150,000 for Southeast Missouri State University

No additional supplemental budget requests are anticipated at this time.

FY 2021 Proposed Increases

MDHE Operations   Two new decision items are being recommended by the department to improve academic quality and review processes. The first would allow the department to implement a statutorily authorized fee and review processes for certification of dual credit providers in the state. The fees charged would cover the cost of the program at $78,000 annually. The second decision items for $165,000 would ensure the Core 42 Program courses are meeting statewide academic standards for quality, ensuring the seamless transferability of those courses.

Fast Track   Increase funding by $14,608,037 over the FY 2020 core appropriation from General Revenue. This is projected to fully fund the new program per the fiscal note prepared by the department for the authorizing legislation.

Bright Flight & Fund Swap	Increase funding by $500,000 over the FY 2020 core appropriation to maintain full award amounts ($3,000) for students in the top three percent of eligible test takers. A total of $10 million ($3.5 million for Bright Flight) in general revenue is also required to replace the loan program operating funds used in FY 2020. The fund cannot sustain further scholarship allocations.
Access Missouri & Fund Swap	Increase funding by $7 million over the FY 2020 core appropriation. This increase would move from the current award level, which is 72% of the statutory maximum, to 82%. This would constitute the first part of a three-year plan to provide funding sufficient to fund the program at the statutory maximum. A total of $10 million ($6.5 million for Access Missouri) in general revenue is also required to replace the loan program operating funds used in FY 2020. The fund cannot sustain further scholarship allocations.
A+	Increase funding by $4.8 million over the FY 2020 core appropriation to maintain full funding for the program.
Ross-Barnett	Maintain current funding to support renewals. No new students will be added to the program as this program is being phased out.
Public Service Officer Survivor Grant Program	Increase funding by $4,000 over the FY 2020 core appropriation to maintain full program funding.
Wartime Veterans Survivor Grant Program	Increase funding by $9,000 over the FY 2020 core appropriation to meet inflationary needs to serve the maximum of 25 individuals authorized in statute.
Dual Credit Certification and Scholarship Program (SB 997)	A total of $3,773,706 is needed to implement legislation passed in 2016 (SB 997) that was never funded. A portion of this will be covered by fees charged to dual credit providers for the certification process.
Dual Credit Program (HB 604)	A total of $22,852,863 is needed to implement legislation passed in 2019 (HB 604). The legislation established a dual credit scholarship linked to the existing A+ program but was not funding for FY 2020.
Returning Heroes	Per state statute, institutions are allowed to ask for the amount of tuition they have waived in complying with the Missouri Returning Heroes Act. For FY 2021, an appropriation $1,278,711 is requested to reimburse the institutions.
Institutions' Operating Budgets – Performance Funding	The core FY 2021 budgets are recommended with an inflationary increase of 1.9% to be earned based upon three performance measures related to workforce development (Tab 20 - Attachment A). If all institutions meet all performance measures, this request would result in an appropriation of $2,727,840 for the community colleges, $114,577 for State Technical College of Missouri, and $14,487,721 for the public universities, totaling $17,330,138.
Institutions' True Up Funding	In order to address enrollment changes that have occurred but that have not been reflected in prior appropriations, an initial "True Up" adjustment was anticipated to be requested in FY 2021. However, due to a lack of consensus, this item is being tabled for further discussion with key policy and budget decision makers. The board may be asked to take a position on this item at its December 2019 meeting.
MoExcels	To incentivize workforce initiatives designed to target state and regional workforce needs, a request for $18,915,975 is included. This is the amount appropriated in FY 2020.

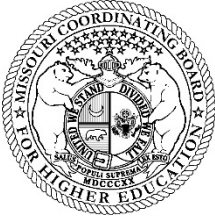| **Institutions' Maintenance & Repair Funding**	$18,242,251 million (2% of FY 2021 core) is requested for maintenance and repair needs. Based on the 2018 Facility Review, Missouri's public institutions of higher education have over $1.5 billion in deferred maintenance.
Other Institutional Requests	Institutions and other organizations funded by House Bill 3 were invited to submit specific new decision items for consideration.
Capital Projects	The amount to be recommended by the CBHE will be determined after presentations are made to the board by the top ranked projects.

STATUTORY REFERENCE

Sections 173.005-750, RSMo

RECOMMENDED ACTION

This is an information item only.

NO ATTACHMENTS

Tab 19

FY 2021 Department Operating and Student Financial Aid Budget Recommendations

Coordinating Board for Higher Education
September 11, 2019

DESCRIPTION

Staff recommendations for the FY 2021 internal operating appropriation request for the Department of Higher Education and Workforce Development and the state student financial assistance programs are included in this agenda item.

Coordination

Administration

FY 2020 Core Appropriation	$2,926,052	(45.03 FTE)
FY 2021 Core Request	$2,926,052	(45.03 FTE)

The Missouri Department of Higher Education and Workforce Development seeks to implement the vision of the Coordinating Board to empower every Missourian "with the skills and education needed for success." This is accomplished by partnering with the state system of higher education through the public institutions, the independent colleges and universities and proprietary schools, to serve the approximately 400,000 students enrolled in that system. In addition, the department works with a variety of partners, both direct and indirect, to strengthen the state's workforce development system. Primary responsibilities include statewide planning for postsecondary education, submission of a unified annual budget request, approval/review of new degree programs, and the administration of the proprietary school certification program, state student financial assistance programs, the Federal Family Education Loan Program and the Office of Workforce Development.

This appropriation includes the Quality Improvement Revolving Fund that allows the collection of revenue on a cost-recovery basis from workshops and conferences sponsored by MDHE to be used to support future workshops and conferences. The fund may also be used for distribution of certain federal money to institutions.

The CBHE is authorized by HB 1042 (2012) to charge and collect fees from out-of-state public institutions desiring to operate within the state of Missouri. Included in the core item is spending authority for the fees collected from out-of-state public institutions.

In FY 2020, the legislature eliminated $250,000 in general revenue funding for student loan default prevention activities and $100,000 in performance improvement funding intended to help institutions that were not meeting their performance measures. A new appropriation was also added for $21,843 ($798 GR) to increase the state's mileage reimbursement rate.

Program Distribution

Midwest Higher Education Compact

FY 2020 Core Appropriation	$115,000
FY 2021 Core Request	$115,000

Section 173.700, RSMo, authorizes Missouri's membership in the Midwestern Higher Education Compact and names CBHE as the administrative agent. All of Missouri's public two-year and four-year institutions and numerous independent institutions use the services of MHEC, and some cost savings programs are also available to K-12 school districts. As a member, Missouri participates in the Midwest Student Exchange Program. This program allows Missouri residents to enroll at participating public out-of-state institutions at 150 percent of the in-state resident student tuition rates. Private institutions offer a 10 percent reduction on their tuition rates. Other cost-saving programs are available for property insurance, technology initiatives, student health insurance, and pharmacy benefits. Missouri, one of the original founding states of MHEC, has realized over $102 million in savings since 1991. For academic year 2016-2017, Missouri institutions saved over $12 million dollars as a result of MHEC membership.

Proprietary Schools Certification Fund
FY 2020 Core Appropriation	$315,042	(5.0 FTE)
FY 2021 Core Request	$315,042	(5.0 FTE)

A key responsibility of MDHE is to certify and monitor proprietary schools, including private out-of-state institutions that offer instruction, grant degrees or certificates, or recruit students in Missouri. The Proprietary School Certification Fund was created in HB 1042 (2012) as a fund into which fees collected from certified schools and those seeking certification or exemption are deposited. Proprietary School Certification administration expenses are paid from the Proprietary School Certification Fund.

Proprietary School Bond Fund
FY 2020 Core Appropriation	$400,000
FY 2021 Core Request	$400,000

Section 173.612, RSMo, requires each proprietary school to file a security deposit with MDHE covering the school and its agents in order to indemnify any student, enrollee, parent, guardian or sponsor of a student or enrollee who suffers loss or damage because of certain actions of the school or for failure to deposit student records in an acceptable manner upon school closure. MDHE holds a security deposit from each proprietary school with a minimum of $5,000 and maximum of $100,000. This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.

Federal and Donated Funds
FY 2020 Core Appropriation	$1,000,000
FY 2021 Core Request	$1,000,000

This appropriation provides MDHE with spending authority for federal grants received by the agency. While the agency currently does not have any grant funding pending, we are always searching for new opportunities. Continuation of this appropriation at the current level would allow for immediate spending of any potential grants awarded during fiscal year 2019.

Donated and Other Funds
FY 2020 Core Appropriation	$1,000,000
FY 2021 Core Request	$1,000,000

This appropriation provides MDHE with spending authority for non-federal grants and donations received. Continuation of this appropriation at the current level would allow for immediate spending of any potential grants awarded during fiscal year 2021.

Other Funds
FY 2020 Core Appropriation	$0
FY 2021 Core Request	$78,000

Senate Bill 997 was passed in 2016 created a dual credit certification fund. Section 173.2505, RSMo, established the Dual Credit Scholarship Act. This spending authority is needed to allow the department to assess fees authorized in the statute and to create a position for the administration of this program.

General Revenue
FY 2020 Core Appropriation	$0
FY 2021 Core Request	$165,000

Senate Bill 997 also directed the CBHE to develop the Higher Education Core Transfer Curriculum (CORE 42). Section 173.785-789, RSM0, created the program. However, funding is needed to allow the department to produce data that allows for the assessment of the effectiveness of the higher education system as a whole, as well as for individual institutions. This effort would help ensure this CORE 42 curriculum meet academic standards for quality. Funding would build upon the pilot efforts the department has been involved in from 2014 to 2017.

Student Financial Assistance

The department has identified additional needs in core and core transfer appropriations for several of the scholarship programs it administers.

In addition to recommended increases for projected growth, the department is requesting a change in funding source for the Bright Flight and Access Missouri programs. Over the past three fiscal years (FY 2018 through FY 2020), a total of $43.5 million of the Guarantee Agency Operating Fund (GAOF) was used to supplant General Revenue (GR) funding previously appropriated for these programs. In FY 2020, a $14 million restoration of GR funding was completed. Because of the long-term negative impact of ongoing appropriations at this level from that fund, the MDHE is seeking a final "fund switch" of $10 million ($3.5 million in Bright Flight and $6.5 million in Access Missouri) from the GAOF back to General Revenue.

Program Distribution

Academic Scholarship Program (Bright Flight)

FY 2020 Core Transfer Appropriation	$23,676,666
FY 2021 Core Transfer Request	$23,676,666
FY 2021 Requested Increase	$500,000
FY 2021 Fund Switch from GAOF to GR	$3,500,000

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who, as high school seniors, have a composite score in the top five percent of all Missouri students taking the ACT or the SAT. The maximum scholarship award is $3,000 per academic year for students in the top three percent of test takers, and $1,000 for students in the top 4th and 5th percentiles. The top three percent must receive a full award ($3,000) before students in the top 4th and 5th percentiles receive any award. Scholarships are renewable until the first bachelor's degree is received or ten semesters are attended, whichever occurs first.

For FY 2021, MDHE staff project that an additional $500,000 will be needed for students in the top tier to receive the full $3,000 award amount. Awards for students in the top 4th and 5th percentiles will remain at zero. Because the top three percent have been funded at the maximum amount for the past three years, this increase is driven entirely by continued growth in the number of students eligible to receive the scholarship. This growth reflects the fact that more high school students are taking the ACT/SAT and additional funding is needed to keep pace with this expansion.

Access Missouri Financial Assistance Program

FY 2020 Core Transfer Appropriation	$66,421,052
FY 2021 Core Transfer Request	$66,421,052
FY 2021 Requested Increase	$7,000,000
FY 2021 Fund Switch from GAOF to GR	$6,500,000

The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need based on an annual evaluation of the applicant's federally calculated expected family contribution (EFC), and meet the other statutory eligibility requirements for this grant. Access Missouri is the state's primary need-based student assistance program. The statutory maximum award for students attending public two-year institutions is $1,300 and the maximum award for students attending all other types of eligible institutions is $2,850. The Free Application for Federal Student Aid (FAFSA) serves as the only application for this program.

As the economy has continued to improve, the number of applicants with an EFC at or below the established cutoff ($12,000) has been declining. By establishing a more flexible application deadline, the department has somewhat ameliorated that trend and stabilized the number of eligible recipients. Currently, the department maintains a "priority deadline" of February 1, which ensures individuals who file a FAFSA by this date will receive an award. For FY 2020, the department was able to extend the deadline to the "final deadline) of April 1, providing an effective mechanism to balance the number of eligible applicants, the award levels, and the appropriated funding.

The intent of the requested increase for FY 2021 is to start a multi-year phase-in to bring the funding level to the statutory maximum for the program. This increase of $7 million would move the program from 72% to 82%

of the statutory maximum award. Without the proposed increase, the number of eligible recipients would likely need to be reduced in order to maintain an award level in the 70 to 72 percent range.

In addition to the core transfer referenced above, Access Missouri also typically receives an additional $5 million from gaming revenues, which are contained in HB 8.

A+ Schools Program
FY 2020 Core Transfer Appropriation	$41,113,326
FY 2021 Core Transfer Request	$41,113,326
FY 2021 Requested Increase	$4,800,000

The A+ Scholarship program, which provided $39.0 million to more than 13,000 students in FY 2019, reimburses tuition and general fees at participating postsecondary institutions for students who attend A+ designated high schools for two years prior to graduation. While in high school, students must meet certain eligibility requirements, including maintenance of a 2.5 grade point average, a 95 percent attendance records, and performance of at least 50 hours of tutoring or mentoring. Upon high school graduation, eligible students have four years to utilize the A+ benefit at participating public community colleges, public vocational technical schools, or two year private vocational technical schools that meet the statutory criteria.

Staff expect some increase in the number of recipients for FY 2021 as interest in the program grows. At this point in the life of the program, the primary cost drivers are increased tuition and fees at participating institutions. The requested amount will be sufficient to address the estimated six percent increase in program cost.

Fast-Track Workforce Incentive Grant Program
FY 2020 Core Transfer Appropriation	$10,000,000
FY 2021 Core Transfer Request	$10,000,000
FY 2021 Requested Increase	$14,608,037

The Fast Track Workforce Incentive Grant is a new financial aid program designed to help primarily adult students complete an instructional program leading to employment in high-need area. It is estimated that at full implementation, the grant component of this program would serve as many as 17,000 students annually. While this Governor's initiative was partially funded in FY 2020 with $10 million in Lottery funding, the total fiscal note for the legislation was approximately $24 million. This increase would fulfill the anticipated program need and, if funded from General Revenue, would allow students at approved private and virtual institutions to participate in the program. Students at those institutions are currently excluded from the program because all FY 2020 funding is from Lottery.

Marguerite Ross Barnett Scholarship
FY 2020 Core Transfer Appropriation	$413,375
FY 2021 Core Transfer Request	$413,375

This program is being phased out as the new Fast Track Program is implemented. Only renewal students, defined as those funded in a previous fiscal year, will be funded in FY 2021.   This program served 202 students in FY 2019.

Advanced Placement Incentive Grant Program, Public Service Officer's Survivor Grant Program, Wartime Veteran's Survivor Grant Program and Marguerite Ross Barnett Scholarship Program
FY 2020 Total Core Appropriation	$1,068,000
FY 2021 Core Request	$1,068,000
FY 2021 Requested Increase	$13,000

The Advanced Placement Incentive Grant, the Public Service Survivor Grant, the Wartime Veteran's Survivor Grant, and the Marguerite Ross Barnett Scholarship programs are combined into a single line item appropriation. Historically, this allowed any unexpended funds from these programs, after awards are made to all eligible applicants, to be used in the Marguerite Ross Barnett Scholarship Program, which has had more applicants than available funding.

The Advanced Placement Incentive Grant is a nonrenewable grant of $500 available to any student who receives an Access Missouri or A+ award and has received two grades of three or higher on advanced placement tests in mathematics or science while attending a Missouri public high school. In FY 2019, 23 students received grants through this program. Funding is provided through a donation from MOHELA.

The Public Service Officer's Survivor Grant provides educational assistance to the spouses and children of certain public employees who were killed or permanently and totally disabled in the line of duty. In FY 2019, 21 students were served by this program. Dependents are eligible up to the age of 24 to receive a grant to enroll in any program leading to a certificate, associate degree, or baccalaureate degree at an approved Missouri postsecondary institution. The maximum annual grant is the least of the tuition paid by a full-time undergraduate Missouri resident at the University of Missouri—Columbia, or the tuition and incidental fees paid at the institution which the student attends. <u>An increase of $4,000 is needed for this program in order to cover projected tuition increases at participating institutions.</u>

The Wartime Veteran's Survivor Grant was established to provide scholarships to the spouses or children of veterans who were Missouri residents when first entering the military and at the time of their death/injury, and who (1) died as a result of combat action or of an illness contracted while serving in combat or (2) became at least 80 percent disabled as a result of injuries or accidents sustained in combat action. In FY 2019, 25 individuals received this grant, the maximum allowed by statute. The law allows for awards of full tuition (the University of Missouri—Columbia rate is the maximum allowed), provides for up to a $2,000 room and board allowance, and a $500 book allowance per semester. <u>An increase of $9,000 is needed for this program in order to cover projected tuition increases at participating institutions.</u>

The Marguerite Ross Barnett Memorial Scholarship Program is available to part-time students who are employed and compensated for at least 20 hours of work per week. The scholarship is need-based and is calculated using the Federal Needs Analysis Formula. The scholarship is especially important for individuals already in the workplace seeking to upgrade skills. During FY 2019, 202 students were served by the program.

Kids' Chance Scholarship Program
    FY 2020 Core Appropriation $15,000
    FY 2021 Core Request $15,000

The Kids' Chance Scholarship Program, established by section 173.254, RSMo, authorizes the Coordinating Board for Higher Education to provide scholarships for the children of workers who were seriously injured or died in a work-related accident or occupational disease covered by workers' compensation and compensable pursuant to chapter 287, RSMo, to attend a college, university, or accredited vocational institution of their choice. In accordance with statute, the director of the division of workers' compensation deposits $50,000 each year beginning in 1999 until 2018 into the Kids' Chance Scholarship Fund. Awards can only be made using the interest earnings in the fund. The requested amount is set based on the size of the fund and projected interest as the fund continues to grow. In FY 2019, two students received scholarships under this program.

Minority and Underrepresented Environmental Literacy Program
    FY 2020 Core Appropriation $32,964
    FY 2021 Core Request $32,964

This program provides scholarships to full-time minority and underrepresented students who pursue a bachelor's or master's degree in an environmental-related field of study at a Missouri college or university and meet certain academic standards. This program served 10 students in FY 2019.

Dual Credit Scholarship Program
    FY 2020 Core Appropriation $0
    FY 2021 Core Request $3,773,706

This is the cost associated with the implementation of SB 997 passed by the General Assembly in 2016. This would create a new need-based scholarship program separate from existing programs administered by the department.

Dual Credit Program
    FY 2020 Core Appropriation $0
    FY 2021 Core Request $22,852,863

This is the cost associated with the implementation of HB 604 passed by the General Assembly in 2019. The legislation established a dual credit scholarship linked to the existing A+ program.

Returning Heroes Reimbursement Request
    FY 2020 Core Appropriation $0
    FY 2021 Core Request $1,278,711

The Missouri Returning Heroes Education Act, Section 173.900, RSMo, became law in August 2008. This allows the institutions to request state reimbursement tuition waived for combat veterans.

Missouri Student Loan Program (Federal Funds)

<u>Administration</u>
    FY 2019 Core Appropriation $3,097,584   (15.80 FTE)
    FY 2020 Core Request $3,097,584   (15.80 FTE)

The Missouri Student Loan Program is a guaranty agency for the Federal Family Education Loan program. The program's primary function is to conduct major activities in the areas of collections on defaulted loans, contracts and compliance, early awareness and outreach, and marketing and customer service. The total of outstanding guaranteed loan balances is approximately $1 billion. The core request is from the Guaranty Agency Operating Fund. No general revenue funds are requested.

<u>Guaranty Functions</u>

Student Loan Revolving Fund
    FY 2020 Core Appropriation $120,000,000
    FY 2021 Core Request $120,000,000

Section 173.120, RSMo, establishes a revolving fund used solely to pay claims and administer the loan program. An appropriation granting authority to spend is required so that Guaranty Student Loan Program funds may be accessed. Disbursements include the purchase of defaulted loans, repurchases of defaulted loans by lenders, payments of accrued interest on defaulted loans, and federal reinsurance payments.

Default Prevention Activities
    FY 2020 Core Appropriation $640,000
    FY 2021 Core Request $640,000

The department uses this appropriation to support outreach, awareness and financial literacy to students on the issues that result from defaulting on student loan payments and the importance to avoid over-borrowing.

Collection Agency Invoicing
    FY 2020 Core Appropriation $8,000,000
    FY 2021 Core Request $8,000,000

The department uses this appropriation to pay the portion of the contracted loan servicer's monthly invoice which is directly related to collection services. Continued authority in the amount of $8,000,000 is needed for this purpose.

Federal 48-Hour Rule Reimbursement
    FY 2020 Core Appropriation $500,000
    FY 2021 Core Request $500,000

A U.S. Department of Education regulation requires state guaranty agencies to deposit all revenues collected from defaulted borrowers into the state's federal fund within 48 hours of receipt. Authority in the amount of $500,000 is needed to meet this requirement.

Transfer Appropriations

From Federal Student Loan Reserve Fund to Guaranty Agency Operating Fund
FY 2020 Core Appropriation	$15,000,000
FY 2021 Core Request	$15,000,000

From Guaranty Agency Operating Fund to Federal Student Loan Reserve Fund
FY 2020 Core Appropriation	$1,000,000
FY 2021 Core Request	$1,000,000

Federal law requires certain transfers between the guaranty agency operating fund and the federal student loan reserve fund. These appropriations provide the necessary authority to meet these requirements.

Spending authority for the transfer from the Federal Student Loan Reserve Fund to the Guaranty Agency Operating Fund was increased by the legislature in FY 2013 to account for the removal of the estimated appropriation designation previously used on this line.

Tax Refund Offsets
FY 2020 Core Appropriation	$750,000
FY 2021 Core Request	$750,000

Section 143.781, RSMo, gives state agencies the authority to make state tax refund offsets against debts owed to the state agency, including defaulted guaranteed student loans.

Division of Workforce Development

Administration
FY 2020 Core Appropriation	$21,113,775	(344.02 FTE)
FY 2021 Core Request	$21,113,775	(344.02 FTE)

The Division of Workforce Development manages multiple federally funded programs through the central office and its 31 job centers statewide. The basic purpose is to improve the functions of the national labor markets by bringing together individuals who are seeking employment and employers who are seeking workers. These funds are primarily staffing grants but they also operate under the umbrella of employment service. Also included in this core is $500,000 for the Show-Me Heroes program and $200,000 for an autism program in Southeast Missouri.

Workforce Programs
FY 2020 Core Appropriation	$78,700,000
FY 2021 Core Request	$78,700,000

The Division of Workforce Development's budget is almost entirely comprised of federal funding. This funding includes a statewide mission and includes a variety of programs and sub-awards to groups such as local workforce development boards. The following specific programs were earmarked in House Bill 3 in the FY 2020 budget and may or may not be earmarked in this fashion again in the state FY 2021 budget:

- $100,000 for a certified work ready program
- $500,000 for a computer programming apprenticeship program
- $300,000 for construction apprenticeship program
- $100,000 for a disadvantaged person self-sufficiency program
- $350,000 for a pre-apprenticeship training program (including $100,000 in General Revenue)
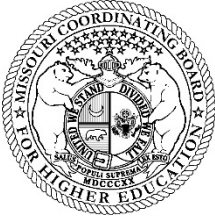- $600,000 for a program for under-resourced individuals

STATUTORY REFERENCE

Sections 173.005, RSMo, through 173.750 – need to update statutory reference

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the budget requests described above for submission to the Governor and General Assembly.

NO ATTACHMENTS

BACKGROUND

Section 173.1540, RSMo, requires public universities to prepare annual budget requests and submit them to the Department of Higher Education. The department is required to review those requests and prepare appropriation recommendations. Section 163.191.2, RSMo, contains a similar provision pertaining to community colleges' budgets. Section 178.638, RSMo, indicates that "all funds designated for [State Technical College] shall be included in the coordinating board's budget request." Although the law assigns responsibility to the department – at least for the public universities and community colleges – the department's practice has been to seek the Coordinating Board's approval of those recommendations.

CURRENT STATUS

Earlier this year, the department developed a structure and specific priorities for the FY 2021 institutional budget requests. The department solicited feedback on the proposed structure for the FY 2021 institutional budget requests from presidents, chancellors and chief financial officers (CFOs). Commissioner Mulligan sent presidents a proposed prioritized list of common new decision items on April 2, 2019. This prioritized list was also sent to the CFOs and vetted during their quarterly meeting on April 25, 2019. CFOs were again invited to discuss the FY 2021 proposed budget structure during their July 10, 2019, quarterly meeting. On July 10, 2019, the State Budget Director released the FY 2021 budget instructions which were provided to CFOs and presidents. A follow-up email regarding the August 1, 2019, deadlines was sent on July 10, 2019 to the CFOs.

The following are the recommendations for increases in appropriations for institutions. Generally, they are listed in priority order with one exception. The public universities have listed their first priority as performance funding. The Community Colleges elected to make True Up funding their top priority. Other than these exceptions, the following list is in priority order.

1. **Performance Funding**: This recommendation is for an FY 2021 appropriation request based on the CBHE adopted performance funding model. Amounts appropriated through this process will be incorporated into the institution's core budget in FY 2022.

   On August 20, 2018, the Missouri Community College Association (MCCA), the Council on Public Higher Education (COPHE), and Missouri State Technical College were invited to recommend three of the existing six performance measures for their sectors that were most closely linked to workforce development (employment and overall educational attainment). Successful attainment of these measures would be used to earn new performance funding. These same measures are suggested to be used again in the proposed in the FY 2021 budget.

   - COPHE recommended: 1) completions per FTE student, 2) pass rates on learning assessments or professional licensure exams, and 3) graduate outcomes.

   - MCCA recommended: 1) graduate outcomes, 2) pass rates on professional licensure exams, and 3) three-year graduation and transfer rate

   - Missouri State Technical College recommended: 1) graduate outcomes, 2) completions per FTE, and 3) graduation rate.

   The total request is based on the inflation rate for the most recent full year data (calendar year 2018), which was 1.9 percent. When this increase is applied to institutional core funding, it results in a FY 2021 total request of $17,330,138. Using the three measures most focused on workforce development, each institution would receive a proportional amount (33.3 percent) of the total available for that

institution for each measure satisfied. **Attachment A** provides a detailed breakdown of this request by institution.

2. **True Up Funding**: Previously referred to as equity funding and per-student funding, this increase to core operating appropriations (based on new funding models) is not ready for a formal recommendation at this time. Due to a lack of consensus, this item is being tabled for further discussion with key policy and budget decision makers. The board may be asked to take a position on this item at its December 2019 meeting. The intention of this new decision item(s) is to correct funding disparities primarily resulting from the historical used of a "base-plus" funding approach while also providing a rational and balanced model to address this issue in the future.

3. **MoExcels**: This would be the second year for the department to include an appropriation request designed to provide institutional resources needed to establish or expand academic programs linked to high-demand occupations. The department anticipates the CBHE will finalize a list of ranked projects after its October 22 virtual meeting. This year, the top ranked proposals have been invited to make oral presentations as a part of the selection process. Approved projects will be submitted to the Governor, House and Senate as a part of the department's budget process. The FY 2020 core of $18.9 million is the estimated FY 2021 request amount. **Attachment C** contains a listing of the project requests received.

4. **Maintenance and Repair/Deferred Maintenance**: Public higher education institutions face an ongoing issue related to the need to maintain and repair campus buildings and facilities. This recommendation would provide additional ongoing funding for all public institutions for that purpose, distributed according to a pro rata model similar to last year. This year, the request is for 2% of the core appropriation for each institution. This approach results in a total request of $18,242,251. Based upon the 2018 facility review, Missouri's public higher education institutions had over $1.5 billion in deferred maintenance. **Attachment D** provides a summary breakdown by institution.

5. **Capital Funding**: Because there are continuing needs for capital construction, institutions were encouraged to submit projects for consideration by the CBHE. The highest priority request from each institution was initially scored by staff using a rubric based on the CBHE's Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities, and Community Colleges. The top ranked projects were invited to present their proposals to the CBHE at the September work session. Final rankings and recommendations will be determined by the board. The ranked list will then be presented for the Governor and General Assembly's consideration. In total, there were 27 projects in the ranked listed totaling $423,987,551 in funding requests.

   Higher Education Capital Fund (50/50) projects: The MDHE is required to certify projects that meet the statutory criteria for designation as 50/50 projects. To be eligible, these projects must have at least a 50 percent match from non-state funds. 50/50 projects were considered and ranked through the same process as other capital funding requests. This year, three 50/50 projects were submitted for consideration. Those projects totaled $882,175 in funding requests.

   Tab 21, Attachment A displays the rankings for each institution's top priority. **Tab 21, Attachment B** displays institutional capital request totals, a list of projects that met the requirements for the Higher Education Capital Fund and an unranked listing of all capital improvement projects requested by institutions for FY 2021.

6. **Missouri Returning Heroes Reimbursement**: The statute that established the Missouri Returning Heroes Education program allows public colleges and universities to seek reimbursement for tuition waived pursuant to the act. A total of $1.3 million in reimbursement requests were received and will be included in the FY 2021 request. **Attachment F** provides detailed information by institution for this request.

7. **New Decision Items**: Institutions also submitted requests for other priorities. These requests will generally be part of the department's informal communication about budget requests, but not formally entered into

the budget process. The CBHE may opt to elevate some or all of those requests. **Attachment E** provides a listing by institution of these requests. There are two exceptions that the department feels should be passed through as a recommendations. That includes a request for $518.320 for the Alzheimer's Program and $430,000 for the State Historical Society.

Supplemental Requests for Debt Offset: Due to late implementation of a new tax refund intercept system at the Department of Revenue, some tax refund intercepts for debt were not processed until after the fiscal year. As a result, two institutions have requested increased appropriation authority in order to fully utilize this process. The University of Missouri has requested an additional $300,000 and the Southeast Missouri State University requested $150,000. The department supports these requests.

NEXT STEPS

The Coordinating Board's recommendations become "department recommendations," which are submitted to the Office of Administration's Division of Budget & Planning, which compiles requests for the governor and his staff to review. The governor decides whether to include department recommendations in his executive budget, which is released in connection with the State of the State address in late January or early February.

RECOMMENDATION

Staff recommend that the Coordinating Board approve the budget requests described above for submission to the Governor and General Assembly and as described in Attachments A through F. The only items recommended for approval by the CBHE in Attachment E (institution specific NDIs) are the Alzheimer's program and the State Historical Society request noted above.

ATTACHMENTS

  A. Performance Funding Allocations
  B. Potential True Up Funding Allocations by Sector
  C. MoExcels Proposals
  D. Maintenance & Repair Increases
  E. Other Institution Specific Requests
  F. Returning Heroes Reimbursement Requested

Tab 20 Attachment A
FY 2021 Public College and University Operating Recommendations

Higher Education Institutions FY 2021 Proposed					
Institution	FY20 TAFP Funding	One-Time Funding	FY 2021 Core	Maximum Performance Funding that can be earned in FY21 (1.9% Inflation)	Amount Earned per Performance Measure
Crowder College	$6,085,189	-$332,500	$5,752,689	$109,301	$36,434
East Central College	$5,389,439		$5,389,439	$102,399	$34,133
Jefferson College	$7,864,997		$7,864,997	$149,435	$49,812
Metropolitan Community College	$31,587,077		$31,587,077	$600,154	$200,051
Mineral Area College	$5,675,616		$5,675,616	$107,837	$35,946
Moberly Area Community College	$6,294,400		$6,294,400	$119,594	$39,865
North Central Missouri College	$2,673,704		$2,673,704	$50,800	$16,933
Ozarks Technical Community College	$14,425,427		$14,425,427	$274,083	$91,361
St. Charles Community College	$9,117,102		$9,117,102	$173,225	$57,742
St. Louis Community College	$43,327,703		$43,327,703	$823,226	$274,409
State Fair Community College	$6,202,157		$6,202,157	$117,841	$39,280
Three Rivers College	$5,260,204		$5,260,204	$99,944	$33,315
Community College Subtotal	**$143,903,015**		**$143,570,515**	**$2,727,840**	
State Technical College of Missouri	**$6,530,371**	**-$500,000**	**$6,030,371**	**$114,577**	**$38,192**
University of Central Missouri	$55,338,357		$55,338,357	$1,051,429	$553,384
Southeast Missouri State University	$45,879,469		$45,879,469	$871,710	$458,795
Missouri State University	$94,001,060		$94,001,060	$1,786,020	$940,011
Lincoln University	$21,470,193		$21,470,193	$407,934	$214,702
Truman State University	$41,660,322		$41,660,322	$791,546	$416,603
Northwest Missouri State University	$31,186,117		$31,186,117	$592,536	$311,861
Missouri Southern State University	$25,831,242	-$1,800,000	$24,031,242	$456,594	$240,312
Missouri Western State University	$22,246,755		$22,246,755	$422,688	$222,468
Harris-Stowe State University	$10,461,260		$10,461,260	$198,764	$104,613
University of Missouri	$416,236,876		$416,236,876	$7,908,501	$4,162,369
Public University Subtotal	**$764,311,651**	**-$1,800,000**	**$762,511,651**	**$14,487,721**	
All Institutions	**$914,745,037**	**-$2,300,000**	**$912,112,537**	**$17,330,138**	

Agenda Tab 20 Attachment B
FY2021 True-Up Updated Information

Institution	Current Per FTE Appropriation	Proposed Per FTE Allocation	TOTAL ADJUSTMENT	ONE-YEAR RECOMENDATION
Community Colleges – The new MCCA model is as follows				
Crowder College	$2,027	$3,091	$3,020,720	$1,510,360
East Central College	$3,101	$3,346	$425,133	$212,567
Jefferson College	$2,732	$2,976	$704,233	$352,117
Metropolitan Community College	$3,145	$3,389	$2,457,112	$1,228,556
Mineral Area College	$2,630	$2,875	$527,869	$263,935
Moberly Area Community College	$1,928	$2,993	$3,474,147	$1,737,074
North Central Missouri College	$2,364	$2,609	$276,656	$138,328
Ozarks Technical Community College	$1,829	$2,893	$8,396,920	$4,198,460
St. Charles Community College	$2,163	$3,227	$4,487,440	$2,243,720
St. Louis Community College	$4,082	$4,327	$2,596,295	$1,298,148
State Fair Community College	$2,115	$3,180	$3,120,772	$1,560,386
Three Rivers College	$2,510	$2,754	$512,703	$256,352
TOTAL			$30,000,000	$15,000,000
Public Universities – Average of NCHEMS & Delaware models				
Harris-Stowe State University		$1,674	$725,551	$362,776
Lincoln University		$2,560	$0	$0
Missouri Southern State University		$1,733	$2,135,707	$1,067,853
Missouri State University		$1,913	$1,485,822	$742,911
Missouri Western State University		$1,934	$94,491	$47,246
Northwest Missouri State University		$1,970	$164,735	$82,368
Southeast Missouri State University		$1,935	$265,579	$132,789
Truman State University		$2,899	$0	$0
University of Central Missouri		$1,737	$5,912,701	$2,956,350
University of Missouri System		$1,920	$4,114,849	$2,057,425
TOTAL		$1,943	$14,899,435	$7,449,718
State Technical College of Missouri – Blended Hybrid Model				
State Technical College of Missouri		$1,526	$1,548,001	$774,001

These are shared for informational purposes only.

Tab 20 Attachment C
FY 2021 MoExcels Proposals Received

COLLEGE	PROPOSAL NAME	PROPOSAL	MOEXCELS STATE REQUEST	TOTAL PROJECT COST
Crowder College	Transportation Technology Building	Supporting students in transport training, diesel tech and logistics through a Center of Excellence in transportation	$2,500,000	$5,000,000
East Central College	Transitions Academy for Adult Education and Literacy Program	Moving the AEL center closer to campus to ease the transition from high school students into college and to increase certifications in welding, early childhood, HVAC and many others	$344,360	$578,601
Harris-Stowe State University	STEM Entrepreneurship Certificate at Harris-Stow State University	Proposing a 17 credit hour on-campus or online certification program to address the growing needs in STEM	$125,000	$92,802
Jefferson College	Jefferson College Veterinary Technology Renovations	Supporting the increasing demand in Registered Veterinary Technicians by increasing classroom size to train more students	$110,000	$220,000
Metropolitan Community College	MCC Advanced Manufacturing Institute	Supporting the increased demand in manufacturing certificates, including renovating a building owned by the Kansas City Public School	$19,000,000	$40,022,488
Mineral Area Community College	Center for Excellence in Career and Technical Education	Supporting welding, plumbing, HVAC and electrical trades	$324,000	$1,255,000
Missouri University of Science & Technology	Teacher Prep Program Expansion and Center for Educational Excellence in STEM	Supporting students in obtaining teaching degrees in Middle School Science, Math, and Elementary STEM	$450,766	$763,486
Missouri Southern State University	Southwest Missouri Center for Applied Behavior Analysis	Establishing a certificate in Applied Behavior Analysis and a Baccalaureate Degree in Applied Behavior Analysis	$236,945	$476,754
Missouri State University	IDEA Commons Applied Learning Expansion	Expanding the certificates and degrees related to cybersecurity, ethical hacking, CompTIA Security+, and entrepreneurship	$2,851,000	$18,676,000
Missouri State University-West Plains	Advanced Technology Welding Lab	Supporting certificates in welding, robotics, and pipefitting	$1,260,000	$2,580,000
Moberly Area Community College	Accelerated A.D.N. (AADN) Expansion	Supporting associates degrees in Nursing	$210,000	$322,000
Northwest Missouri State University	Cybersecurity: Improving the Missouri Pipeline	Supporting the expansion of cybersecurity, computer science, and management information systems degrees	$470,983	$941,966
Northwest Missouri State University	Preparing Future Emergency Managers and Responders	Expanding the degrees in Emergency and Disaster Management	$73,200	$146,400
Ozarks Technical Community College	Center for Advanced Manufacturing	Supporting Phase II of a project for the manufacturing industry with welding, manufacturing and other short term credentials	$5,000,000	$25,250,000
Southeast Missouri State University	Computer Science & Cybersecurity Expansion	Expanding the degrees in computer science and cybersecurity for both masters and bachelor's degrees	$3,922,615	$9,295,500
St. Charles Community College	SCC's Technology and Logistics Regional Center of Excellence in Warren County	Supporting the expansion of logistics, production & maintenance and automation system pathways	$2,200,000	$7,424,290
St. Louis Community College	STL Excels	Expanding and supporting certificates in cybersecurity, Cisco networking, network engineering, and IT help desk certificates	$1,064,510	$1,596,765
State Fair Community College	Center for Excellence in Advanced Manufacturing & Automation Training	Supporting certifications in welding, robotics, certified production technician, and machine tool	$4,803,410	$7,206,958
State Technical College of Missouri	Engineering Technologies Center	Supporting associates degrees in industrial electricity, welding, biomedical engineering, and computer application development	$4,000,000	$5,500,000
Three Rivers College	S.M.A.R.T.	Supporting associates degrees and certifications in equipment operations, customized training and transfers	$295,150	$1,170,150
Truman State University	Applied Behavior Analysis	Supporting a new program for Applied Behavior Analysis certificates	$40,000	$80,016
University of Central Missouri	Employer Driven Critical Healthcare Needs	Expanding and supporting certificates in biomedical equipment technicians, LPN, and Certified Nursing Assistants	$405,000	$910,000
University of Missouri System	Faculty Development for Teaching in a Digital Format	students in business, health sciences, IT, cybersecurity, and criminal justice degree programs	$1,812,477	$3,624,954
University of Missouri System	Student Experience in a Digital Format	Supporting students with customized needs with a degree coach for business, health sciences, IT, cybersecurity, and criminal justice degrees	$1,289,400	$2,578,800
University of Missouri-Columbia	Imaging the Future-Clinical Service Engineering for Missouri	Supporting the expansion of clinical service engineers and clinical service engineer technicians	$2,566,684	$5,114,444
University of Missouri-St. Louis	USML Nursing Simulation Center	Supporting the expansion of BSN prepared registered nurses	$3,000,000	$7,000,000
Northwest Missouri State University	Agricultural Technology and Mechanical Systems Management	Supporting a new program for Agricultural Technician and Mechanical Systems Management degrees	$5,760,000	$5,760,000
TOTAL REQUEST			**$64,115,500**	**$153,587,373**

Coordinating Board for Higher Education
September 11, 2019

Tab 20 Attachment D
FY 2021 Maintenance & Repair

Higher Education Institutions FY 2021 Requested				
Institution	**FY20 TAFP Funding**	**One-Time Funding**	**FY 2021 Core**	**2% Core Proposed M&R Increase**
Crowder College	$6,085,189	-$332,500	$5,752,689	$115,054
East Central College	$5,389,439		$5,389,439	$107,789
Jefferson College	$7,864,997		$7,864,997	$157,300
Metropolitan Community College	$31,587,077		$31,587,077	$631,742
Mineral Area College	$5,675,616		$5,675,616	$113,512
Moberly Area Community College	$6,294,400		$6,294,400	$125,888
North Central Missouri College	$2,673,704		$2,673,704	$53,474
Ozarks Technical Community College	$14,425,427		$14,425,427	$288,509
St. Charles Community College	$9,117,102		$9,117,102	$182,342
St. Louis Community College	$43,327,703		$43,327,703	$866,554
State Fair Community College	$6,202,157		$6,202,157	$124,043
Three Rivers College	$5,260,204		$5,260,204	$105,204
Community College Subtotal	**$143,903,015**		**$143,570,515**	**$2,871,410**
State Technical College of Missouri	**$6,530,371**	**-$500,000**	**$6,030,371**	**$120,607**
University of Central Missouri	$55,338,357		$55,338,357	$1,106,767
Southeast Missouri State University	$45,879,469		$45,879,469	$917,589
Missouri State University	$94,001,060		$94,001,060	$1,880,021
Lincoln University	$21,470,193		$21,470,193	$429,404
Truman State University	$41,660,322		$41,660,322	$833,206
Northwest Missouri State University	$31,186,117		$31,186,117	$623,722
Missouri Southern State University	$25,831,242	-$1,800,000	$24,031,242	$480,625
Missouri Western State University	$22,246,755		$22,246,755	$444,935
Harris-Stowe State University	$10,461,260		$10,461,260	$209,225
University of Missouri	$416,236,876		$416,236,876	$8,324,738
Public Universities Subtotal	**$764,311,651**	**-$1,800,000**	**$762,511,651**	**$15,250,233**
All Institutions	**$914,745,037**	**-$2,300,000**	**$912,112,537**	**$18,242,251**

Tab 20 Attachment E
FY 2021 Public College & University New Decision Items

The following are new decision items submitted by institutions for consideration by the CBHE for the FY 2021 budget.

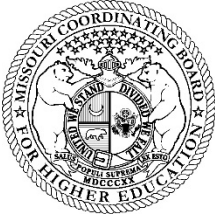| University of Missouri	Alzheimer's Program -- $518,320 is requested for research funding and related administrative costs as allowed for in statute.
	State Historical Society -- $430,000 in recurring funds is requested for three additional positions ($220,000) due to the greatly enhanced public access and demand for materials. This request includes recurring funds of $73,000 to provide employees a 3% performance salary increases with associated benefits. An additional $137,000 is needed to cover mandatory increases of employee benefits for all employees resulting from the rising costs of those items.
Lincoln University	Increase Land Grant Match -- Increase funding by $3,399,111 over the FY 2020 appropriation to further reduce the funding gap for this item. This funding will be utilized to enhance Extension services in the most underserved and poverty stricken areas of Missouri including urban St. Louis, Kansas City and Sikeston areas. In addition the resources will be used to expand agriculture research.
Truman State University	Nursing Program Expansion -- $770,000 is requested to expand the Nursing program. Included in this request are funds for additional faculty and associated operating expenses including equipment. Facility costs for the expansion, including remodeling existing academic space, would come from institutional funds.
	Cooperative Community College Program Investment -- $275,000 is requested to extend the Cooperative Community College Program to additional community colleges, which currently includes only Moberly Area Community College. The request includes adding staff at the additional campuses to facilitate student success. It is anticipated that initial program development would focus on St. Charles Community College and Metropolitan Community College in Kansas City.
Northwest Missouri State University	Horace Mann and Leet Center Lab School -- $351,200 is requested for operational costs at the Horace Mann and Leet Center. These funds will accommodate an additional 45 preschool and elementary students and prepare skilled educators while enhancing diversity.
	School of Agricultural Program Expansion -- $610,000 is requested to expand professional-based opportunities in agricultural science, provide growth and innovative programming, and develop additional agricultural lab availability for students.
	Maintaining Quality in Education -- $4,279,574 is requested to cover annual increases in faculty and staff salaries to the market average.
Northwest Missouri State University (continued)	Professional-Based Education -- $1,546,000 is requested to place "Employers in Residence" in select locations on campus (Employers would be provided a $10,000 stipend), as well as develop and equip learning spaces focused on profession-based learning activities (est. $1.4 M). Increasing the number of paid internships being offered on campus is also a planned use of the funds (est. $25,500).

Coordinating Board for Higher Education
September 11, 2019

Tab 20 Attachment F
Returning Heroes Reimbursement Request

Higher Education Institutions FY 2021 Requested	
Institution	**FY21 Request**
Crowder College	$34,274
East Central College	$3,240
Jefferson College	$4,632
Metropolitan Community College	$21,885
Mineral Area College	$1,277
Moberly Area Community College	$6,940
North Central Missouri College	$1,540
Ozarks Technical Community College	$41,620
St. Charles Community College	$11,141
St. Louis Community College	$7,953
State Fair Community College	$0
Three Rivers College	$742
Community College Subtotal	**$135,244**
State Technical College of Missouri	**$4,626**
University of Central Missouri	$104,221
Southeast Missouri State University	$121,116
Missouri State University	$189,681
Lincoln University	$11,480
Truman State University	$3,113
Northwest Missouri State University	$2,942
Missouri Southern State University	$49,300
Missouri Western State University	$17,819
Harris-Stowe State University	$0
University of Missouri	$639,171
Public Universities Subtotal	**$1,138,841**
All Institutions	**$1,278,711**

Maintenance and Repair/Deferred Maintenance	University of Central Missouri - $17,695,991 is requested to address deferred facility needs including: (1) Ward Edwards - roof replacement and façade restoration ($4,250,000); (2) Humphreys Building - roof replacement and façade restoration ($4,331,340), (3) Administration Building - roof replacement and façade restoration ($4,233,500); (4) Dockery Building - facade repair ($1,500,000); (5) Utt Building - facade repair ($1,181,151), (6) W. C. Morris Science Building - facade repair ($1,200,000) (7) Multipurpose Building - replace exterior doors ($500,000), and Ellis Mechanical Building - replace two boilers ($500,000). (This was not included in their CIBR request the same way) Truman State University - $3,250,000 is requested to preserve and maintain the state's investment in academic facilities and infrastructure on the campus. Renovation and repairs will focus on zoning structures for utility usage so they can be operated more efficiently during different periods of use. (This was not included in their CIBR request) University of Missouri - $5,600,000 is requested for deferred maintenance needs at each campus. (This was not included in their CIBR request)

- Some Universities requested performance funding as a separate request. Performance funding is being included in a separate board item. Truman State University requested $1.2 million and University of Missouri requested $8.3 million.
- The University of Missouri requested $8.3 million in True-Up funding adjustments. True-Up funding is being addressed in another board item.

CURRENT STATUS

Although the Coordinating Board's responsibilities relating to capital improvement recommendations include needed new construction, both the 2009 and the 2018 Facility Reviews identified significant, and sometime critical, maintenance and repair needs at each of Missouri's public colleges and universities. In addition, given that the state is continuing to see a decrease in overall enrollment, new square footage is generally a secondary priority at this time, except in instances where it is intended to replace obsolete existing space. According to the 2018 Facility Review, Missouri's public higher education institutions have 2,453 buildings with some 60,195,203 square feet resting on 25,760 acres. There are over $1.5 billion in deferred maintenance needs and some 70 buildings that need to be demolished.

NEXT STEPS

The Coordinating Board's capital improvement recommendations become "department recommendations." Those recommendations are submitted to the Office of Administration's Division of Budget & Planning, which compiles requests from all segments of state government for the governor to review. The governor decides whether to include department recommendations in his executive budget, which is released in connection with the State of the State address in late January.

While staff propose a core increase of 2% to address critical maintenance and repair needs in the operating budget (see Tab 20 – Attachment D), this recommendation (Tab 21) is specifically for capital improvement budget items that are outside of the operating budget in House Bill 3.

The department utilized the Office of Administration's Capital Improvement Budget Request (CIBR) system to gather information on all public higher education institutions' capital project requests for FY 2021. A total of 112 project were submitted totaling $1,692,369,415. This nearly $1.7 billion in requests includes the demolition of certain buildings that are now beyond repair, deferred maintenance projects (such as aging HVAC systems) and new construction projects. Department staff ranked the highest priority projects submitted by each institution using criteria established by the CBHE. Staff scored each criterion on a scale of 1 to 10. Those scores were then weighted based on the percentages indicated below.

1) Projects focused on maintaining basic services for core programs were assigned a weight of 30 percent.
2) Projects considered congruent with institutional mission and program needs were weighted at 20 percent.
3) Projects with a positive impact on the institution's operating budget were assigned a weight of 20 percent.
4) Projects that included matching funds were weighted at 15 percent.
5) Projects described as renovation rather than new construction were assigned a weight of 10 percent.
6) Project with a linkage to continuing or increasing ADA compliance were assigned a weight of 5 percent.

The results of those weighted rankings were then used to determine which top ranked projects would be invited to present to the CBHE at its September meeting. The top ranked projects are listed in Tab 21 - Attachment A.

The CBHE will determine which projects receive their recommendation after hearing oral presentations from the institutions. Department staff will then designate those projects in the CIBR system as CBHE recommended. This will cause these projects to be included in the capital improvement request budget book compiled by the Office of Administration. The department will also provide the Governor and the General Assembly with a listing of recommended projects in the department request as well as forward an unranked listing of all project requests. Those requests can be found in Tab 21 – Attachment B.

An additional responsibility of the Coordinating Board relates to the "Higher Education Capital Fund." This matching fund provides one option that may be used by the General Assembly to appropriate money for capital projects at public colleges and universities. In order to be eligible to receive an appropriation through the matching fund, a public college or university must raise 50 percent of the cost of the capital project from private donations or grants. Projects the department determines to meet the eligibility requirements for an appropriation from the fund are then noted as such on the request put forward by the Coordinating Board to the Governor and General Assembly.

RECOMMENDATION

It is the staff recommendation that the Coordinating Board identify which projects should be included as part of the FY 2021 capital improvement budget based on the oral presentations by institutional officials.

Furthermore, it is recommended the Coordinating Board certify the following Higher Education Capital Fund applications have met the statutory requirements:

Institution	Project	State Request	Non-State Match	Total Cost
Missouri Southern State University	**Ummel Tech Cadaver Lab**	**$178,500**	$178,500	$357,000
Northwest Missouri State University	**Center for Learning and Teaching**	**$653,675**	$653,675	$1,307,350
Northwest Missouri State University	**Ron Houston Center for the Performing Arts**	**$50,000**	$50,000	$100,000
	Totals	**$882,175**	$882,175	$1,764,350

ATTACHMENTS

A. FY 2021 Capital Improvement Ranked Projects
B. All FY 2021 Higher Education CI Projects Requests

Tab 21 Attachment A
Top Ranked Capital Improvement Projects

Institution	Project	Request	Match	Total
Missouri State University	RENOVATION 50/50 Project	$ 4,849,999	$ 5,000,000	$ 9,849,999
University of Missouri - St. Louis	SPACE CONSOLIDATION	$ 8,000,000	$ 2,000,000	$ 10,000,000
Lincoln University	CAMPUS WIDE RENOVATIONS	$ 48,207,441	$ -	$ 48,207,441
Missouri Western State University	MECHANICAL & CONTROL UPGRADES	$ 2,200,005	$ -	$ 2,200,005
Southeast Missouri State Univeristy	UTILITY TUNNEL UPGRADES	$ 11,838,001	$ -	$ 11,838,001
Harris-Stowe State University	HENRY GIVENS JR ADMINISTRATION BUILDING RENOVATION	$ 17,012,110	$ -	$ 17,012,110
East Central College	MAIN CAMPUS HVAC REPLACE	$ 3,600,000	$ -	$ 3,600,000
University of Missouri - Kansas City	CONSERVATORY OF MUSIC	$ 50,000,000	$ 50,000,000	$ 100,000,000
Missouri Southern State University	UMMEL TECH CADAVER LAB	$ 275,034	$ 178,500	$ 453,534
University of Missouri - Columbia	NEXTGEN PRECISION HEALTH	$ 75,000,000	$ 146,000,000	$ 221,000,000
Northwest Missouri State University	ACCOUSTICAL IMPROVEMENTS TO OLIVE DULCE FINE ARTS	$ 1,804,292	$ -	$ 1,804,292
Moberly Area Community College	MAIN BUILDING RENOVATION	$ 3,790,000	$ -	$ 3,790,000
Truman State University	PERSHING PROJECT PHASE 2	$ 14,161,000	$ 1,977,000	$ 16,138,000
University of Central Missouri	RENOVATE FAC-HUMPHREYS	$ 37,372,592	$ -	$ 37,372,592
North Central Missouri College	MAIN CAMPUS RENOVATIONS	$ 1,323,449		$ 1,323,449
Ozarks Technical Community College	CENTER FOR ADVANCED MFG	$ 9,750,000	$ 18,500,000	$ 28,250,000
Universtiy of Misouri - Science and Technology	SCHRENK HALL ADDITION	$ 35,680,000	$ 8,920,000	$ 44,600,000
Missouri State University - West Plains	NEW ADVANCED WELDING TECHNOLOGY PROGRAM	$ 2,569,988	$ -	$ 2,569,988
Three Rivers College	ADMINISTRATION BUILDING	$ 2,500,000	$ -	$ 2,500,000
St. Louis Community College	HEALTH SCIENCES CENTER	$ 4,365,500	$ -	$ 4,365,500
Jefferson College	VET TECH BUILDING	$ 2,427,665	$ -	$ 2,427,665
Crowder College	NEWTON HALL RENOVATIONS	$ 1,924,920	$ -	$ 1,924,920
Metropolitan Community College	ACADEMIC BUILDING	$ 28,832,000	$ -	$ 28,832,000
St. Charles Community College	WORKFORCE DEV CENTER	$ 5,000,000	$ -	$ 5,000,000

Mineral Area Community College	CENTER FOR CAREER AND TECHNICAL EDUCATION	$	26,543,840	$	-	$ 26,543,840
State Technical College of Missouri	UTC PHASE B	$	5,870,400	$	-	$ 5,870,400
State Fair Community College	TECHNOLOGY CENTER	$	17,364,075	$	-	$ 17,364,075

* These are the top ranked capital improvement projects from each institution. All these projects were reviewed and scored by department staff. The top ranked projects are being given the opportunity to present to the CBHE for a formal recommendation as a part of the FY 2021 budget process.

FY 2021 Institutional Capital Funding Requests - FYI Only

Institution	FY21 Request	Institution	FY21 Request
Crowder College	$11,428,507	State Technical College of Missouri	$32,920,176
East Central College	$20,591,600		
Jefferson College	$2,427,665	Harris-Stowe State University	$85,825,651
Metropolitan Community College	$76,981,206	Lincoln University	$160,331,440
Mineral Area College	$43,040,010	Missouri Southern State University	$44,139,486
Moberly Area Community College	$6,265,000	Missouri State University	$9,849,999
North Central Missouri College	$18,547,849	Missouri Western State University	$31,784,470
Ozarks Technical Community College	$30,250,000	Northwest Missouri State University	$155,603,584
St. Charles Community College	$40,765,500	Southeast Missouri State University	$11,838,001
St. Louis Community College	$9,566,858	Truman State University	$40,167,001
State Fair Community College	$21,011,701	University of Central Missouri	$132,037,843
Three Rivers College	$9,250,000	University of Missouri - Columbia	$278,980,000
MO State - WP	$2,569,988	University of Missouri - Kansas City	$287,657,000
Community Colleges Subtotal	**$292,695,884**	Missouri University - Science & Tech	$44,600,000
		University of Missouri - St Louis	$86,600,000
		University of Missouri Subtotal	**$697,837,000**
		State Technical College and Four-Year Institution Subtotal	**$1,402,334,651**
		All Institutions	**$1,695,030,535**

FY21 Higher Education Capital Fund Project Requests

FY Requested	Institution	Project	State Request	Non-State Match	Total Cost
FY21	**Missouri Southern State University**	**Ummel Tech Cadaver Lab**	**$178,500**	$178,500	$357,000
FY21	**Northwest Missouri State University**	**Center for Learning and Teaching**	**$653,675**	$653,675	$1,307,350
FY21	**Northwest Missouri State University**	**Ron Houston Center for the Performing Arts**	**$50,000**	$50,000	$100,000
		Totals	$882,175	$882,175	$1,764,350

Project	FY21 Request
University of Central Missouri - Renovate Fac Humphreys - Priority #1 - THIS PROJECT INCLUDES RENOVATION OF THE HUMPHREYS BUILDING. THE UNIVERSITY SPENT NEARLY $3.3 MILLION IN FISCAL YEARS 2016 AND 2017 TO ADDRESS THE BUILDING'S ENVIRONMENTAL CONCERNS. STRUCTURAL INTEGRITY OF THIS CENTURY OLD BUILDING HAS BEEN COMPROMISED FROM MOISTURE AND GROUND WATER DAMAGE AND THERE ARE ISSUES WITH INTERIOR WALL DAMAGE. ROOF REPLACEMENT, FACADE RESTORATION, AND GENERAL REFURBISHING OF THE FACILITY IS NEEDED, ALONG WITH TECHNOLOGY UPDATES AND SYSTEM UPGRADES.	$37,372,592
University of Central Missouri - Renovate/Expand Fac Utt Academic Building - Priority #2 - THE UTT ACADEMIC BUILDING PROJECT INCLUDES FACADE REPAIR, JOINT SEALANTS, AND WATERPROOF COATING TO THE BUILDING'S EXTERIOR, AND RENOVATION OF EXISTING CLASSROOMS, PRACTICE ROOMS, RECITAL HALLS, AND PUBLIC SPACES. THE RENOVATIONS WOULD PROVIDE A QUALITY LEARNING ENVIRONMENT, ACCOMMODATE MORE STUDENTS, MEET ADA GUIDELINES AND SAFETY COMPLIANCE, IMPROVE THE TECHNOLOGY INFRASTRUCTURE FOR INSTALLATION OF MULTIMEDIA CLASSROOMS AND NEW FEATURES FOR MUSIC TECHNOLOGY CLASSES, AND IMPROVE PLACES WHERE STUDENTS PERFORM FOR UNIVERSITY AND COMMUNITY AUDIENCES. SIGNIFICANT ASBESTOS REMOVAL IS NECESSARY. DEPARTMENT OFFICES AND OTHER ROOMS NEED MODIFICATIONS TO CREATE STUDENT ADVISING AREAS AND PLACES FOR STUDENTS TO MEET AND STUDY. CONSTRUCTION OF A SEPARATE, FREE-STANDING DIGITAL MUSIC STUDIO FACILITY THAT IS SOUND-PROOF IS DESIRED. THE EXTERIOR OF THE BUILDING NEEDS TO BE MODIFIED TO PROVIDE A MORE APPEALING CAMPUS FACADE ALONG A MAJOR HIGHWAY.	$11,155,682

University of Central Missouri - Airport Terminal - Priority #1 - THIS REQUEST IS TO CONSTRUCT A NEW AVIATION TERMINAL AND CLASSROOMS. UCM HAS COMPLETED A MASTER PLAN FOR THE AIRPORT. THE UNIVERSITY HAS ACTIVELY SOUGHT AND BEEN AWARDED SEVERAL FAA/MODOT GRANTS TO COMPLETE RECOMMENDED UPGRADES ON THE AIRPORT OPERATIONS SIDE IN RECENT YEARS. HOWEVER, ACADEMIC FACILITIES, INCLUDING CLASSROOM BUILDINGS, NEED TO BE UPGRADED. PRIVATE FUNDING OF $2 MILLION HAS BEEN COMMITTED FOR THE AVIATION AIRPORT TERMINAL PROJECT.	$7,043,880
University of Central Missouri - Renovate Fac Grinstead - Priority #3 - THE GRINSTEAD BUILDING HOUSES INTEGRAL PROGRAMS OF THE UNIVERSITY'S STATEWIDE MISSION IN TECHNOLOGY EDUCATION. REMODELING AND RENOVATION OF CLASSROOMS, LABORATORIES, SERVICE AREAS AND EXTERIOR ARCHITECTURAL ELEMENTS FOR WATER-PROOFING ARE ESSENTIAL FOR THE PROVISION OF STATE-OF-THE-ART FACILITIES AND TO CORRECT SAFETY ISSUES.	$30,619,398
University of Central Missouri - Renovate Fac T.R. Gaines - Priority #4 - THIS PROJECT INCLUDES RENOVATION OF CLASSROOMS, LABORATORIES AND SERVICE AREAS IN THE T. R. GAINES TECHNICAL ARTS BUILDING.	$25,357,586

University of Central Missouri - Renovate Fac W. C. Morris - Priority #5 - THIS PROJECT IS THE SECOND PHASE OF RENOVATION OF EXISTING CLASSROOM AND TEACHING LABORATORY SPACES TO PROVIDE A SAFE ENVIRONMENT FOR INSTRUCTION AND RESEARCH, TO ACCOMMODATE MORE STUDENTS, ENHANCE THE TEACHING AND LEARNING ATMOSPHERE WITH STATE-OF-THE-ART FACILITIES, AND IMPROVE THE TECHNOLOGY INFRASTRUCTURE WITH INSTALLATION OF ADVANCED INSTRUMENTS, COURSE DELIVERY TOOLS, AND EQUIPMENT. HB19 HAS PROVIDED $12,262,520 IN FUNDING FOR PHASE I RENOVATIONS AND THE UNIVERSITY HAS ADDED NEARLY $6 MILLION FOR EXTERIOR STRUCTURAL REPAIRS, BATHROOM UPGRADES, ADDITIONAL CLASSROOM RENOVATIONS, AND NEW FURNITURE, FIXTURES AND EQUIPMENT. UCM ALSO EXPENDED $900,000 IN FY07 FOR RENOVATION OF CHEMICAL STORAGE AND PREPARATION AREAS AND INSTALLED A FIRE PUMP AND SPRINKLER SYSTEM TO THESE AREAS. THIS WAS IN RESPONSE TO SAFETY CONCERNS SITED BY OUR INSURANCE COMPANY. HB1021.025 PROVIDED $220,000 FOR BUILDING EXHAUST AND AIR SUPPLY SYSTEMS IN FY05. DUE TO THE CRITICAL NATURE OF SAFETY AND HEALTH ISSUES, UCM HAS SELF-FUNDED MORE THAN $3 MILLION OVER THE PAST FEW YEARS TO ADDRESS VENTILATION, ASBESTOS, EPA, FDA, DNR ISSUES AND OTHER SAFETY AND REGULATORY CONCERNS IN THIS FACILITY. THIS PROJECT WILL COMPLETE BUILDING IMPROVEMENTS.	$19,988,705
University of Central Missouri - Renovate Fac Ellis Mechanical - Priority #14 - THIS REQUEST IS FOR REPLACEMENT OF TWO 5,020,650 BTU FIRE-TUBE HOT WATER BOILERS.	$500,000
University of Central Missouri Total	**$132,037,843**

Missouri Southern State University -Ummel Tech Cadaver Lab - Priority #1 - WE HAVE DEVELOPED PRODUCTIVE AND SUSTAINED RELATIONSHIPS WITH CADAVER SUPPLY HOUSES (WHICH IS A SIGNIFICANT ACCOMPLISHMENT), AND WE HAVE A DOCUMENTED HISTORY OF EVIDENCE OF STUDENT VALUE FOR THE OPPORTUNITY TO STUDY AND WORK IN THE CADAVER LAB. HOWEVER, WITH INCREASING ENROLLMENTS IN MEDICAL AND HEALTH SCIENCE PROGRAMS, THE CADAVER LAB IS IN NEED OF RENOVATION AND EXPANSION. BECAUSE OF PRESERVATION PROCESSES USED FOLLOWING FULL BODY DONATIONS, SPECIAL VENTILATION AND AIRFLOW SYSTEMS ARE A CRITICAL SAFETY REQUIREMENT. IT IS IMPOSSIBLE TO EXPAND OUR CURRENT LAB WITHOUT SIGNIFICANT INFRASTRUCTURAL INVESTMENTS. OUR DESIRE IS TO BE ABLE TO HOUSE 8 TO 9 HUMAN CADAVERS, WITH TEAMS OF STUDENTS WORKING THROUGHOUT THE YEAR ON EACH. INCREASING THE CAPACITY OF THE CADAVER LAB WILL ENABLE DOZENS OF ADDITIONAL STUDENTS TO EXPERIENCE HUMAN DISSECTION EACH YEAR. TO OPTIMIZE AND ENSURE SAFETY OF STUDENTS' CADAVER EXPERIENCES, SPECIAL PRESENTATION TABLES, SURGICAL LIGHTING, ROBUST PLUMBING, FLOW DIFFUSION, SECURE STORAGE, AND VIDEOGRAPHY EQUIPMENT IS NEEDED IN ADDITION TO ADEQUATE VENTILATION SYSTEMS. OUR REQUEST IS SO THAT WE MAY MAKE THESE INVESTMENTS TO MAINTAIN, ENHANCE AND EXPAND OUR CADAVER LAB.	$275,034
Missouri Southern State University - Taylor Performing Arts Center - Priority #2 - TAYLOR PERFORMING ARTS CENTER RENOVATION AND REHABILITATION. CORRECTIVE CONSTRUCTION AND RENOVATION TO THIS 40,358 SQ. FT. FACILITY CONSTRUCTED IN 1975. AT THIS TIME WE ANTICIPATE A SAVINGS IN UTILITIES DUE TO THE UPGRADE IN THE HVAC SYSTEM.	$22,105,399

Missouri Southern State University - Utility/Network Upgrades - Priority #3 - UTILITY INFRASTRUCTURE AND NETWORK SECURITY UPGRADES. REPLACEMENT OF OUTDATED CHILLERS, AIR HANDLERS, BOILERS AND FAN COIL UNITS WITH MORE EFFICIENT UNITS. UPGRADE HARDWARE AND SOFTWARE THAT SECURES NETWORK DATA.	$17,347,633
Missouri Southern State University - Campus Safety Enhancements - Priority #4 - CAMPUS SAFETY ENHANCEMENTS. INSTALLATION OF PEDESTRIAN BRIDGE ACROSS DUQUESNE ROAD AS WELL AS THE INSTALLATION OF CLOSED CIRCUIT TV CAMERAS THROUGHOUT CAMPUS BUILDINGS AND GROUNDS. INSTALLATION OF SPRINKLERS AND AN INTEGRATED FIRE ALARM SYSTEM.	$4,411,420
Missouri Southern State University Total	**$44,139,486**
University of MIssouri - Columbia - NextGen Pecision Health - Priority #1 - THE NEXTGEN PRECISION HEALTH INSTITUTE, FORMERLY KNOWN AS TRANSLATIONAL PRECISION MEDICINE COMPLEX (TPMC), WILL CONSIST OF A 265,000 GROSS SQUARE FOOT (GSF), FIVE STORY FACILITY (BASEMENT AND FOUR FLOORS ABOVE GRADE), PLUS MECHANICAL PENTHOUSE LEVEL; SITED ALONG HOSPITAL DRIVE AT THE CORNER OF VIRGINIA AVENUE. THIS LOCATION IS AN IMPORTANT CAMPUS NEXUS FOR INTERDISCIPLINARY ACTIVITIES INVOLVING MU HEALTH CARE AND CAMPUS RESEARCH CORE FACILITIES. THE BASEMENT LEVEL WILL HOUSE THE VIVARIUM AND IMAGING CENTER. A CLEAN ROOM/GOOD MANUFACTURING PRACTICE (GMP) SPACE, CHEMICAL AND BIOLOGICAL WET LABORATORIES, COMPUTATIONAL SPACE, SEMINAR AND VISUALIZATION SPACE, AND CAFE AND COLLABORATION AREAS WILL BE LOCATED ON THE FIRST FLOOR. CHEMICAL AND BIOLOGICAL WET LABORATORIES, COMPUTATIONAL SPACE, OFFICES, SEMINAR, COLLABORATION AREAS, AND INNOVATION SPACE ARE LOCATED ON SECOND, THIRD AND FOUR FLOORS. THE INNOVATION SPACE IS AVAILABLE TO ALLOW FOR EVOLVING STRATEGIC PARTNERSHIPS WITH INDUSTRY. THE PROJECT IS ANTICIPATED TO EARN USGBC LEED CERTIFICATION.	$221,000,000

University of MIssouri - Columbia - Veterinary Medical Diagnostic - Priority #2 - THE VETERINARY MEDICAL DIAGNOSTIC LABORATORY (VMDL) REPLACEMENT PROJECT WILL CONSTRUCT A NEW FACILITY OF APPROXIMATELY 80,000 - 85,000 GROSS SQUARE FEET (GSF) AND DEMOLISH TWO EXISTING BUILDINGS. A TWO-PHASE SCENARIO ALLOWS VMDL OPERATIONS TO CONTINUE WITHOUT INTERRUPTION OR EXPENSE OF TEMPORARY SPACE. PHASE ONE INCLUDES A NEW APPROXIMATELY 40,000 GSF BUILDING DIRECTLY ADJACENT TO THE EXISTING VMDL. THE KEY OPERATIONAL ELEMENTS INCLUDE A NEW NECROPSY & BIOCONTAINMENT SUITE, INCINERATOR, AND DIAGNOSTIC LABORATORIES. UPON OCCUPANCY OF PHASE ONE, PHASE TWO WILL DEMOLISH THE EXISTING 21,140 GSF VMDL AND REPLACE IT WITH AN ADDITION OF SIMILAR SIZE TO PHASE ONE. PHASE TWO WILL HOUSE ADDITIONAL DIAGNOSTIC LABORATORIES, CLASSROOM SPACES, AND SUPPORT SPACES TO COMPLETE THE PROGRAM CONSOLIDATION. AFTER PHASE TWO OCCUPANCY, THE NEARBY 40,350 GSF VETERINARY SCIENCE BUILDING, BUILT IN 1948 WILL BE DEMOLISHED. THE PROJECT CONSOLIDATES CURRENT VMDL FUNCTIONS FROM FOUR BUILDINGS THUS IMPROVING SAFETY, MINIMIZING POTENTIAL CONTAMINATION, AND IMPROVING OPERATIONAL EFFICIENCIES. THE OVERALL DEVELOPMENT ENHANCES THE PUBLIC FACE OF THE VETERINARY MEDICINE CAMPUS BY IMPROVING PEDESTRIAN ACCESSIBILITY BETWEEN BUILDINGS WHILE BETTER SEGREGATING AND SECURING BIOHAZARDS FROM CLYDESDALE HALL'S AND VMDL'S SHARED SERVICE YARD.	$57,980,000
University of Missouri - Columbia Total	**$278,980,000**

Missouri Western State University - Mech & Control Upgrades - Priority #0 - PROVIDE ALL LABOR & EQUIPMENT FOR DEMOLITION & REMOVAL OF EXISTING HVAC COMPONENTS, PIPING & DUCTWORK TO ACCOMPLISH NEW INSTALL. REMOVAL OF CONDENSER, EVAPORATOR, AIR HANDLER, COPPER & OTHER ITEMS. PROVIDE ALL LABOR, MATERIAL & TOOLS FOR THE COMPLETE INSTALLATION OF THE HVAC SYSTEM IN ACCORDANCE TO ALL APPLICABLE BLDG CODES & MANUFACTURER INSTRUCTION, INCLUDING BUT NOT LIMITED TO SHEET METAL DUCTWORK, INSULATION, DUCT SEALANT, HIGH & LOW VOLTAGE WIRING, CONDENSATE PIPING, CUT & SEAL WALL/ROOF PENETRATIONS, PROVIDE RIGGING TO REMOVE OLD ROOF TOP CONDENSER & SET NEW ROOF TOP CONDENSER. PERFORM DAILY CLEANUP & FINAL CLEANUP UPON COMPLETION OF WORK.	$3,763,688
Missouri Western State University - Mech & Control Upgrades - Priority #1 - PROVIDE ALL LABOR & EQUIPMENT FOR DEMOLITION & REMOVAL OF EXISTING HVAC COMPONENTS, PIPING & DUCTWORK TO ACCOMPLISH NEW INSTALL. REMOVAL OF CONDENSER, EVAPORATOR, AIR HANDLER, COPPER & OTHER ITEMS. PROVIDE ALL LABOR, MATERIAL & TOOLS FOR THE COMPLETE INSTALLATION OF THE HVAC SYSTEM IN ACCORDANCE TO ALL APPLICABLE BLDG CODES & MANUFACTURER INSTRUCTION, INCLUDING BUT NOT LIMITED TO SHEET METAL DUCTWORK, INSULATION, DUCT SEALANT, HIGH & LOW VOLTAGE WIRING, CONDENSATE PIPING, CUT & SEAL WALL/ROOF PENETRATIONS, PROVIDE RIGGING TO REMOVE OLD ROOF TOP CONDENSER & SET NEW ROOF TOP CONDENSER. PERFORM DAILY CLEANUP & FINAL CLEANUP UPON COMPLETION OF WORK.	$2,200,005
Missouri Western State University - Roof Replacement - Priority #2 - REMOVAL OF EXISTING SYSTEM DOWN TO THE DECK, INSTALL NEW MODIFIED ROOF SYSTEMS INCLUDING ALL SHEET METAL FLASHING, METAL CAPS &/OR PARAPET WALLS, FLASHING AROUND ROOF DRAINS, PITCH PANS, SCUPPERS, ETC. THIS WORK WHEN COMPLETED WILL CARRY A 15 YR WARRANTY FOR INSTALLATION OR MATERIAL DEFECTS.	$1,750,320
Missouri Western State University - Hearnes Center - Priority #3 - WALLS REMOVED/DEMOLISHED DUE TO AGE AND STRUCTURAL ISSUES. FLOORING TORE OUT, REPAIRED AND LEVELED TO ENSURE SAFE WALKWAYS AND ACCESSIBILITY FOR ALL INDIVIDUALS INCLUDING BATHROOMS NEEDING UPGRADED FOR ADA REQUIREMENTS. HVAC REPLACED, ELECTRICAL UPGRADES, ROOF REPAIR.	$2,941,350

Missouri Western State University - Infrastructure - Priority #4 - STREET REPAIRS FOR CONCRETE ROADWAY IN NEED OF REPAIRS, RESURFACING PARKING LOTS THAT NEED ASPHALT REPLACED, REPLACEMENT OF DAMAGED CURBS.	$5,629,307
Missouri Western State University - Potter Hall - Priority #5 - WITH THE ASSISTANCE OF OUR ARCHITECTS A DETERMINATION OF IMMEDIATE NEEDS HAS BEEN DEVELOPED AS FOLLOWS: NEW CONSTRUCTION: INSTRUMENTAL REHEARSAL HALL (150 SEATS) WITH ACOUSTIC CONTROL VESTIBULES, PLUS SUPPORT AND STORAGE. PERCUSSION STUDIO WITH A FLEXIBLE THEATER (80+) SEATS WITH ACOUSTIC/LIGHT CONTROL VESTIBULES AND STORAGE. EXTERIOR LOADING DOCK FOR MARCHING BAND INSTRUMENTS AND EQUIPMENT. CREATE A SEMINAR ROOM AND ROOF TERRACE FOR ART EXHIBITIONS AND SENIOR SHOWCASING. RENOVATION: FINISH UPGRADES FOR CHORAL HALL AND TIERED CLASSROOMS. IMPROVE DAYLIGHT FOR SELECT ART DEPARTMENT STUDIOS. RECONFIGURE ART GALLERY TO SUPPORT INFORMAL EXHIBITION SPACE AND DEVELOP BETTER SECURITY FOR ART GALLERY. RECONFIGURE THE DEAN'S OFFICE AND RECEPTION SPACE TO IMPROVE/CLARIFY WAY FINDING. RECONFIGURE SUPPORT SPACE TO ADDRESS ACCESSIBILITY NEEDS AND STORAGE. IMPROVE ACCESS TO POTTER THEATRE, & THE ADDITION OF A 3D ARTS ANNEX.	$15,499,800
Missouri Western State University Total	**$31,784,470**
Southeast Missouri State University - Utility Tunnel Upgrades - Priority #1 - THIS PROJECT WILL INCLUDE UPGRADES AND /OR REPLACEMENTS TO 15 OF THE CAMPUS WIDE UTILITY TUNNELS. THE PROJECT WOULD ADDRESS STRUCTURAL DETERIORATION, OVERCROWDING OF UTILITIES, DETERIORATING PIPING, INSULATION, STEAM VALVES AND TUNNEL WATER INFILTRATION. ADDITIONAL IMPROVEMENTS TO THE UTILITY TUNNELS WOULD INCLUDE: PROPER VENTILATION; INSTALL A NEW EMERGENCY NOTIFICATION SYSTEM AND LIGHTING / EMERGENCY LIGHTING FOR SAFETY OF PERSONNEL; ABATEMENT OF HAZARDOUS MATERIALS; AND REPAIR / REPLACEMENT OF STEAM AND CHILLED WATER PIPES FOR MAXIMUM ENERGY CONSERVATION. $11,838,001 STATE REQUEST	$11,838,001
Southeast Missouri State University Total	**$11,838,001**

Missouri State University - Utility Technician Center - Priority #1 - THE UNIVERSITY LONG-RANGE PLAN 2016-2021 SUPPORTS THIS REQUEST. THE REQUESTED FUNDS WILL PROVIDE FOR THE RENOVATION OF THE PROFESSIONAL BUILDING. FY 21 REQUEST FROM STATE: $4,849,999 PRIOR APPROPRIATIONS RECEIVED: -0- LOCAL MATCH (DONATION/IN HAND): $5,000,000 TOTAL PROJECT COST: $9,849,999	$9,849,999
Missouri State University Total	**$9,849,999**
Harris-Stowe State University - Henry Givens Jr. Administration Building - Priority #1 - THE HENRY GIVENS JR. ADMINISTRATION BUILDING IS NEARLY 100 YEARS OLD AND IN NEED OF RENOVATIONS INCLUDING THE FOLLOWING: IMPROVEMENTS TO MECHANICAL SYSTEMS IMPROVED CLASSROOM FACILITIES RENOVATION OF OUTDATED SCIENCE LABS IMPROVEMENTS TO THE SANITATION SYSTEM FACULTY OFFICE IMPROVEMENTS IMPROVED ACCESS FOR INDIVIDUALS WITH DISABILITIES RENOVATION OF THE AUDITORIUM	$17,012,110

Harris-Stowe State University - STEM Business Building - Priority #2 - THE NEW 27,000 SF FACILITY WOULD HOUSE SIX STATE OF THE ARE SCIENCE CLASSROOMS PLUS SIX RESEARCH EXTENSIONS OF THOSE CLASSROOMS WHERE FUNDED RESEARCH WILL TAKE PLACE. THE BUILDING WILL ALSO HOUSE STANDARD CLASSROOM SPACE FOR NON-LABORATORY MATH AND SCIENCE LECTURES. THE MATH AND SCIENCE DEPARTMENT FACULTY WOULD BE HOUSED IN THE BUILDING AS WELL. STEM AND BUSINESS MAJORS ACCOUNT FOR 55% OF ALL STUDENTS ENROLLED AT HARRIS-STOWE STATE UNIVERSITY. THESE MAJORS, PARTICULARLY IN STEM ARE THE FASTEST GROWING MAJORS AT THE INSTITUTION. IN ADDITION THESE TWO AREAS ACCOUNT FOR 55% OF DEGREE PRODUCTION AT THE INSTITUTION. RESEARCH GRANTS AWARDED TO FACULTY AND THE INSTITUTION FOR STEM INFRASTRUCTURE ARE GROWING AND WILL EXCEED MORE THAN $ 6 MILLION.	$36,057,990
Harris-Stowe State University - Center For Innovation - Priority #3 - THE PROPOSED 14,600 SQ FT FACILTY WILL HOUSE ONE COLLABORATIVE CLASSROOM SPACE WITH MEDIA CENTER PLUS TWO OFFICE AREAS WITH VIDEO CONFERENCE ROOMS AND ENTREPRENEUR INCUBATOR CUBICLE SPACES. SCOOL OF BUSINESS FACULTY ADVISORS OFFICE PLUS ASSISTANT WILL BE HOUSED ON THE SECOND FLOOR. START UP ZONES FOR TWO RETAIL BUSINESSES WILL BE HOUSED ON STREET LEVEL FRONTAGE	$3,309,280
Harris-Stowe State University - New Teacher Building - Priority #5 - DESIGN AND CONSTRUCTION OF TEACHER EDUCATION BUILDING. INCREASING ENROLLMENT IS INHIBITING OUR ABILITY TO SUPPORT THE CORE PROGRAM OF HARRIS STOWE IN TEACHER EDUCATION. THE NEW BUILDING WOULD INCLUDE CLASSROOM SPACE, OFFICE SPACE, COLLABORATIVE CLASSROOM SPACE AND A LECTURE HALL.	$8,270,887

Harris-Stowe State University - Master Plan Greenscape - Priority #7 - THE ATHLETIC PROGRAMS AT HARRIS STOWE HAVE INADEQUATE FIELD SPACE AND FACILITIES. THE QUALITY OF THE INTERFACE WITH THE NEIGHBORING COMMUNITY IS LACKING. THIS EFFORT WOULD PROVIDE FIELD SPACE FOR ATHLETICS INCLUDING A WOMEN'S SOFTBALL FIELD. SANITARY FACILITIES FOR SPORTS EVENTS, EXTERIOR BOUNDARY FENCE COMPLETION AND REPAIRS, PLUS GENERAL UPGRADE OF LANDSCAPING, SIGNAGE AND GREEN SPACE BELT ALONG CAMPUS WESTERN BOUNDARY.	$2,880,184
Harris-Stowe State University - Classroom Building - Priority #8 - RENOVATE PROPERTY CEDED TO HARRIS STOWE FOR USE AS SECONDARY CAMPUS	$17,981,400
Harris-Stowe State University - Faculty Office Building - Priority #98 - EXPAND AND RENOVATE THE SPACES THAT CURRENTLY HOUSE THE UNIVERSITYS FACULTY PERSONNEL.	$313,800
Harris-Stowe State University Total	**$85,825,651**
University of Missouri - Kansas City -Conservatory of Music - Priority #1 - THIS PROJECT WILL CONSTRUCT A NEW FACILITY OF APPROXIMATELY 225,000 GROSS SQUARE FEET ON THE VOLKER CAMPUS TO MEET THE PROGRAMMATIC REQUIREMENTS FOR THE CONSERVATORY OF MUSIC AND DANCE.	$100,000,000

University of Missouri - Kansas City - Spencer Chemistry & Biology - Priority #2 - THIS PROJECT WOULD CONTINUE THE RENOVATION OF THE 153,827 GROSS SQUARE FEET (GSF) BIOLOGICAL SCIENCES BUILDING AND SPENCER CHEMISTRY BUILDING. THE SECOND PHASE WILL RENOVATE APPROXIMATELY 75,000 GSF IN BOTH SPENCER CHEMISTRY AND THE BIOLOGICAL SCIENCES BUILDING. THIS PROJECT WILL BUILD UPON THE FIRST PHASE, WHICH IS NEARING COMPLETION AND FUNDED BY THE STATE WITH THE BOARD OF PUBLIC BUILDINGS BOND AS THE PRIMARY FUNDING SOURCE. THE CURRENT PHASE IS SUBSTANTIALLY COMPLETE AS OF AUGUST 2018. THE PHASE II RENOVATION WILL ADDRESS ADDITIONAL DEFERRED MAINTENANCE, RESEARCH SPACE, TEACHING SPACES, AND OTHER FACILITY DEFICIENCIES THAT WERE BEYOND REACH OF THE PHASE I BUDGET. THE RENOVATION WILL PROVIDE STATE OF THE ART TEACHING LABORATORIES AND SUPPORT SPACES, WHILE PROVIDING IMPROVED LABORATORY SYSTEMS TO SUPPORT RESEARCH ACTIVITIES, SUPPORT STUDENT RETENTION, MEET CURRENT LABORATORY STANDARDS, AND ENCOURAGE STUDENT COLLABORATIVE LEARNING.	$37,657,000

University of Missouri - Kansas City - Health Sciences - Priority #3 - THIS INTEGRATED PROJECT CONSISTS OF CO-LOCATED NEW INTERPROFESSIONAL AND RESEARCH BUILDINGS, AND TWO PARTIAL BUILDING RENOVATIONS. THE PRIMARY FUNCTION OF THE 201,800 GSF INTERPROFESSIONAL EDUCATION BUILDING WOULD BE TO PROVIDE SHARED CLASSROOMS, MEETING SPACES, TEACHING LABS AND PATIENT SIMULATION LABS WHICH WILL UTILIZE THE LATEST TEACHING TECHNOLOGY FOR HEALTH CARE PROFESSIONAL TRAINING. THE PROJECT WOULD CO-LOCATE EXISTING AND DEVELOPING CENTERS THAT SUPPORT UMKC HEALTH SCIENCES INITIATIVES. THE PROJECT WILL ALSO INCLUDE A CONSOLIDATION AND SUBSTANTIAL EXPANSION OF THE UMKC HEALTH SCIENCES LIBRARY. SKYWALKS CONNECTING THE PHARMACY/NURSING BUILDING WILL ALSO BE CONSTRUCTED WHICH WILL SPAN OVER HOLMES STREET AND CHARLOTTE STREET TO CONNECT THE UMKC HEALTH SCIENCES DISTRICT BUILDINGS. THE PROJECT WOULD RENOVATE APPROX. 33,000 GSF OF THE SCHOOL OF MEDICINE AND WILL IMPROVE BUILDING SYSTEMS, STUDENT SPACES AND RESEARCH SPACES TO MEET CURRENT STANDARDS. THE PROJECT WILL ALSO RENOVATE APPROX. 33,000 GSF OF THE SCHOOL OF DENTISTRY BUILDING. THE HEALTH SCIENCES RESEARCH BUILDING ON THE HOSPITAL HILL CAMPUS WILL BE A COLLABORATIVE RESEARCH FACILITY FOR BASIC AND TRANSLATIONAL RESEARCH. THE PRIMARY USE IS FLEXIBLE ADAPTABLE LABORATORY SPACE FOR WET AND DRY RESEARCH ACTIVITIES. THE CURRENT PROJECT IS 45,000 GSF.	$150,000,000
University of Missouri - Kansas City Total	**$ 287,657,000**

Lincoln University - Campus Wide Renovation - Priority #1 - THESE SEVEN BUILDINGS HAVE HAD VERY LITTLE RENOVATIONS MADE TO THEM SINCE THEIR ORIGINAL CONSTRUCTION. THE AVERAGE AGE FOR THESE BUILDINGS IS 65 YEARS OLD. THIS PROJECT SHALL INCLUDE THE COMPLETE OVERHAUL OF THE MECHANICAL, ELECTRICAL, AND PLUMBING SYSTEMS AS WELL AS THE INTERIOR CONSTRUCTION FOR NEW PROGRAM REQUIREMENTS. EXTERIOR ENVELOPE CONDITIONS TO BE ADDRESSED, I.E. WATERPROOF LEAKING FOUNDATION SYSTEMS, MASONRY TUCKPOINTING, WINDOW REPLACEMENTS. LIFE SAFETY REQUIREMENTS AND ADA REQUIREMENTS TO ALSO BE ADDRESSED. $7,011,568 DAMEL HALL (LABS#65909) $7,062,550 ELLIFF HALL (LABS#65910) $16,924,863 FOUNDERS HALL (LABS#65903) $11,926,424 MARTIN LUTHER KING HALL (LABS#65904) $1,360,373 MITCHELL HALL (LABS#65907) $4,974,528 SCHWEICH HALL (LABS#65902) $1,690,477 THOMPKINS CENTER (LABS#65911) $50,950,784 FY20 REQUEST OF STATE	$48,207,441
Lincoln University New Science Building - Priority #2 - CONSTRUCTION OF A NEW 120,000 SQUARE FOOT STATE-OF-THE-ART SCIENCE BUILDING, MINIMUM SILVER LEED CERTIFICATION DESIRED. THE BUILDING WILL BE 1-1/2 TIMES THE SIZE OF THE CURRENT SCIENCE BUILDING, FOUNDERS HALL. $59,559,384 FY20 REQUEST OF STATE	$59,559,384
Lincoln University - New Academic Building - Priority #3 - CONSTRUCTION OF A NEW 60,000 SQUARE FOOT ACADEMIC CLASSROOM BUILDING. $25,455,375 FY20 REQUEST OF STATE	$25,455,375

Lincoln University - Richardson Fine Arts Center - Priority #4 - RICHARDSON FINE ARTS CENTER ADDITION WORK WILL INCLUDE CONSTRUCTION OF 15,000 SQ. FT. OF CLASSROOM SPACE ONTO THE EAST AND WEST ENDS OF THE EXISTING FACILITY. $5,746,238 FY20 REQUEST OF STATE	$5,746,238
Lincoln University - Renovate Pawley Theatre - Priority #5 - TO RENOVATE PAWLEY THEATRE LOCATED WITHIN MARTIN LUTHER KING HALL. $2,018,494 FY20 REQUEST OF STATE	$2,018,494
Lincoln University - Install EM System - Priority #6 - ENERGY MANAGEMENT SYSTEM - THE INSTALLATION OF THE ENERGY MANAGEMENT SYSTEM WOULD INCLUDE THE REMOVAL OF ALL PNEUMATIC CONTROLS AND INSTALLATION OF DIRECT DIGITAL CONTROLS AND ACTUATORS ON ALL HVAC SYSTEM COMPONENTS IN EACH MAJOR BUILDING, THE INSTALLATION OF OCCUPANCY SENSORS IN HALLWAYS AND CLASSROOMS TO REGULATE INTERIOR LIGHTING, THE INSTALLATION OF DIGITAL ELECTRIC METERS, WATER METERS, AND FIRE ALARM CONTROLLERS, AND THE INSTALLATION OF MASTER CONTROLLERS TO INCORPORATE THE EXTERIOR LIGHTING SYSTEMS CONTROLS. THE INSTALLATION WILL ALSO INCLUDE FULLY INTEGRATED SECURITY DEVICES, INCLUDING CARD READERS AND MAGNETIC DOOR LOCKS AT STRATEGIC LOCATIONS. ALL OF THESE COMPONENTS WOULD BE NETWORKED WITHIN EACH BUILDING AND CAMPUS-WIDE, WITH THE INSTALLATION OF THE APPROPRIATE HARDWARE TO CONNECT ALL OF THE BUILDINGS TOGETHER AND PROVIDE WEB-BASED INTERNET ACCESS BOTH ON AND OFF CAMPUS, WITH THE APPROPRIATE GRAPHIC SOFTWARE NEEDED TO POWER THE SYSTEM. $1,227,600 FY20 REQUEST OF STATE	$1,227,600

Lincoln University - Roof Replacement Various - Priority #7 - REPLACEMENT OF SHINGLE AND SLATE ROOFING FOR PARTS OF GREENE HALL, MITCHELL HALL, 601 JACKSON PRESIDENT RESIDENCE ROOF AND ALLEN HALL. EPDM FLAT ROOF AT MARTIN LUTHER KING HALL ,PHYSICAL PLANT (ISRAEL J COLLIER BUILDING), AND FOUNDERS HALL. 66010 GREENE HALL 65907 MITCHELL HALL 65904 MARTIN LUTHER KING HALL (FLAT ROOF) 65918 ISRAEL J. COLLIER BUILDING (PHYSICAL PLANT) 65924 601 JACKSON STREET PRESIDENT RESIDENCE 65931 ALLEN HALL 65903 FOUNDERS HALL $1,033,893 FY20 REQUEST OF STATE	$1,033,893
Lincoln University - Tuckpoint & Waterproof - Priority #8 - CLEAN, TUCKPOINT AND WATERPROOF BUILDINGS ON CAMPUS. THESE BUILDINGS HAVE CRITICAL EXTERIOR MASONRY VENEERS THAT HAVE FAILING CAULK JOINTS, AREAS OF CRACKED GROUT AND FALLING BRICK AT VARIOUS BUILDINGS. THESE REPAIRS ARE CRUCIAL TO HELP PREVENT FURTHER AND ACCELERATED DAMAGE. 65904 MARTIN LUTHER KING HALL 65907 MITCHELL HALL 65932 FOSTER HALL 65931 ALLEN HALL 65994 PAGE LIBRARY 65910 ELLIFF HALL 66010 GREENE HALL LESLIE BOULEVARD BUILDING $2,476,162 FY20 REQUEST OF THE STATE	$2,476,162

Lincoln University - Accessbility Repairs - Priority #9 - THIS PROJECT WOULD REMOVE ARCHITECTURAL BARRIERS CAMPUS WIDE IDENTIFIED BY THE ADA GUIDELINES. $1,168,725 FY21 REQUEST OF STATE	$1,168,725
Lincoln University - Upgrade Security Systems - Priority #10 - UPGRADES TO INCLUDE IMPLEMENTATION OF NEW MAGNETIC/CARD ACCESS SYSTEM FOR MAJOR FACILITIES AS WELL AS ALL MONETARILY SENSITIVE AREAS, COMPUTER RECORDING OF ACCESS IDENTIFICATION, NEW MONITORING EQUIPMENT FOR 24 HOUR VIDEO AND AUDIO SURVEILLANCE, IMPROVED QUALITY LOCKING SYSTEM FOR DOORS AND WINDOWS, ADDITIONAL SECURITY LIGHTS IN DARK AREAS OF CAMPUS, ADDITIONAL EMERGENCY TELEPHONE NETWORK LOCATIONS, ENHANCED 911 CAPABILITIES AND ADDITIONAL EMERGENCY PREPAREDNESS EQUIPMENT. $783,000 FY20 REQUEST OF STATE	$783,000

Lincoln University - Jason Hall Expansion - Priority #11 - THE JASON HALL SOUTH EXPANSION INCLUDES NEW CONSTRUCTION OF APPROX. 20,000 SQ. FT. OF CLASSROOM AND MULTI-PURPOSE SPACE AS APPROPRIATE TO EXPAND THE PROGRAMS FOR THE DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION AND OTHER MISSION ORIENTED OPPORTUNITIES. INCLUDED IN THE PROJECT SCOPE IS THE CONSTRUCTION OF AN 18,000 SQ. FT. MAINTENANCE FACILITY, AS THE CURRENT FACILITY WILL BE DISPLACED BY THE JASON SOUTH EXPANSION. $8,819,808 FY21 REQUEST OF STATE $ 423,195 APPROPRIATED IN FY00** (NOT INCLUDED IN TOTAL COST) $ 2,974,000 LEWIS & CLARK APPROPRIATION FY2007 (NOT INCLUDED IN TOTAL COST) ** PLEASE NOTE THE UNIVERSITY RECEIVED PLANNING MONIES IN FY2000 FOR THE LIMITED RENOVATION OF JASON HALL TO INCLUDE THE HVAC REPAIRS TO THE GYMNASIUM, THE REPLACEMENT OF THE BLEACHERS AND THE CONSTRUCTION OF A NATATORIUM. SINCE THEN, THE UNIVERSITY HAS BEEN ABLE TO MAKE THE NECESSARY REPAIRS TO THE GYMNASIUM AND RENOVATE THE EXISTING FACILITY WITH THE FY07 LEWIS & CLARK DISCOVERY INITIATIVE APPROPRIATION. THIS REQUEST DOES NOT INCLUDE THE CONSTRUCTION OF THE NATATORIUM. THEREFORE, A NEW SET OF PLANS AND SPECIFICATIONS WILL NEED TO BE DEVELOPED FOR THIS NEW PROJECT.	$8,819,808
Lincoln University - Deferred Maintenance - Priority #12 - PERFORM MAINTENANCE, REPAIRS AND EXTENSIVE PREVENTIVE MAINTENANCE TO ALL CAMPUS BUILDINGS. WORK TO INCLUDE MAJOR HVAC, PLUMBING AND ELECTRICAL WORK. $2,899,740 FY21 REQUEST OF STATE	$2,899,740
Lincoln University - Richardson HVAC - Priority #13 - AFTER 61 YEARS OF USE AND NO MAJOR RENOVATION, MANY LIFE SAFETY REPAIRS INCLUDING THE HVAC SYSTEM IS IN DIRE NEED OF A FULL REPLACEMENT OF THE PLASTIC PIPING TO COPPER. OTHER LIFE SAFETY REPAIRS ARE NEEDED TO THE THEATRE RIGGING SYSTEM AND FIRE SAFETY. $935,580 FY21 REQUEST OF THE STATE	$935,580

Lincoln University	$160,331,440
Northwest Missouri State University - Accoustical Improvements - Priority #1 - NORTHWEST MISSOURI STATE UNIVERSITY WOULD LIKE TO REQUEST FUNDING FOR ACOUSTICAL IMPROVEMENTS TO THE OLIVE DELUCE FINE AND PERFORMING ARTS BUILDING. THE UNIVERSITY CONSULTING ENGINEER HAS PROVIDED A ROUGH ORDER OF MAGNITUDE CONSTRUCTION COST OF $1,600,000 TO COMPLETE THE ACOUSTICAL UPGRADES.	$1,804,292
Northwest Missouri State University - Turn Lane Improvements - Priority #2 - NORTHWEST MISSOURI STATE UNIVERSITY WOULD LIKE TO REQUEST FUNDING FOR MODOT REQUIRED TURN LANE IMPROVEMENTS AT THE HIGHWAY 71 AND ICON ROAD INTERSECTION. PLEASE SEE THE BELOW BRIEF SCOPE OF WORK FOR THIS REQUIREMENT. THIS WORK WAS REQUESTED AS PART OF THE PERMIT PROCESS TO MAKE ENTRANCE IMPROVEMENTS TO THE UNIVERSITY FARM. THE UNIVERSITY CONSULTING ENGINEER ANTICIPATES THE LENGTH OF THE IMPROVEMENTS ALONG HIGHWAY 71 WILL BE APPROXIMATELY 1300 LF. THE IMPROVEMENTS WOULD INCLUDE INSTALLING A WESTBOUND TURN LANE AT THE ICON ROAD INTERSECTION WITH THE APPROPRIATE STORAGE LENGTH AND TAPERS PER MODOT REQUIREMENTS. THERE ARE SOME POTENTIAL DESIGN CONSIDERATIONS THAT COULD INCREASE THE CONSTRUCTION COST DEPENDING ON WHAT MODOT WILL REQUIRE IN THE PERMIT PROCESS. HERE ARE SOME OF THE POTENTIAL ISSUES: • THIS ASSUMPTION DOES NOT INCLUDE LOWERING THE GRADE LINE ALONG HWY 71 WEST OF THE ICON ROAD INTERSECTION TO ADDRESS THE SIGHT DISTANCE ISSUE. • HIGHWAY DESIGN INCLUDES A CLEAR ZONE WHICH IS THE AREA ADJACENT TO THE PAVEMENT ON BOTH SIDES OF THE ROADWAY THAT IS KEPT CLEAR OF OBSTRUCTIONS IN CASE AN ERRANT VEHICLE LEAVES THE ROAD FOR SAFETY REASONS. THE REQUIRED CLEAR ZONE IS BASED ON SPEED LIMIT OF THE ROADWAY AND THE AVERAGE DAILY TRAFFIC. HIGHWAY 71 IS POSTED AT 60 MPH AND HAS AN ADT BETWEEN 2500 AND 4999 ACCORDING TO MODOT'S TRAFF	$951,937

Northwest Missouri State University - Health Science - Priority #3 - A REMODELED MARTINDALE HALL WILL BE HOME TO THE NEW SCHOOL OF HEALTH SCIENCE AND WELLNESS. THIS SCHOOL WILL DEVELOP PROFESSIONALS WHO SERVE AND BUILD INDIVIDUAL AND COMMUNITY CAPACITY AS HEALTH-CARE PRACTITIONERS OR AS INDIVIDUALS WHO HELP OTHERS INCREASE THEIR HEALTH AND WELLNESS KNOWLEDGE AND SELF-SUFFICIENCY. FACULTY WILL PARTNER WITH INDUSTRY PROFESSIONALS AND EMPLOYERS TO DEVELOP A HIGHLY INTEGRATIVE CURRICULUM THAT PREPARES STUDENTS TO PURSUE ADDITIONAL STUDY IN MEDICINE OR AS PROFESSIONALS WHO GRADUATE FROM NORTHWEST WITH THE KNOWLEDGE, SKILLS, AND ATTITUDES NEEDED TO WORK IN ONE OF THE MANY GROWING CAREERS IN PREVENTATIVE HEALTH AND WELLNESS. THE SCHOOL WILL TAKE ADVANTAGE OF WELL-ESTABLISHED ACADEMIC PROGRAMS AT NORTHWEST, INCLUDING 11 PRE-PROFESSIONAL PROGRAMS, 3 WELLNESS-BASED BACHELOR'S DEGREE PROGRAMS, 4 GRADUATE PROGRAMS, AND 8 ACADEMIC MAJORS. THE SCHOOL WILL HOUSE 34 FACULTY WHO DEVELOP CLOSE TO 800 STUDENTS. RENOVATED SPACE WILL INCLUDE ADDITIONAL OFFICE SPACE FOR FACULTY, LARGE TEACHING THEATRE, STUDENT LOUNGE, AND 2 LABS: FOOD AND DIETETICS AND SPORTS PSYCHOLOGY.	$7,383,188
Northwest Missouri State University - FS East (Transportation and Ground School of Education) - Priority #4 - THE PROPOSED SCHOOL OF EDUCATION AND HORACE MANN LABORATORY SCHOOL IMPROVEMENTS INCLUDE CONSTRUCTION OF AN ADDITIONAL 30,000 SQUARE FEET LABORATORY SCHOOL FACILITY AND RENOVATION OF 55,000 SQUARE FEET EXISTING EDUCATIONAL SPACE FOR USE AS AN INNOVATION CENTER AND MASS COMMUNICATIONS SPACE. THE LABORATORY SCHOOL SPACE WILL BE ADDED TO THE NORTHEAST PERIMETER OF CAMPUS IN ACCORDANCE TO THE CAMPUS MASTER PLAN. THE INNOVATION CENTER WITHIN THE EXISTING RENOVATED BROWN HALL BUILDING WILL HOUSE COMMUNICATIONS STUDIES AND FORM THE NUCLEUS OF A CREATIVE SYNERGY NEAR THE CORE OF CAMPUS.	$32,075,263

Northwest Missouri State University - Learning and Teachnig Center - Priority #5 - THE LEARNING AND TEACHING CENTER WILL OCCUPY RE-PURPOSED SPACE ON THE SECOND FLOOR OF THE B.D. OWENS LIBRARY. THE OVERARCHING GOAL FOR THE CENTER IS TO CREATE A CULTURE OF LEARNING ON THE CAMPUS. THE CENTER'S SERVICES WILL HELP STRENGTHEN THE CULTURE OF LEARNING.THE LEARNING AND TEACHING (LTC) WILL OCCUPY APPROXIMATELY 29,000-30,000 SF. THE LTC WILL FEATURE OPEN FLOOR PLAN MEETING ROOMS WITH SUITES OF SINGLE OCCUPANCY OFFICES. THE RENOVATION OF THESE EXISTING SPACES WILL INCLUDE THE DEMOLITION OF EXISTING PARTITIONS AND FINISHES. NEW IMPROVEMENTS WILL INCLUDE INSTALLATION OF PERMANENT PARTITIONS, DOORS, WINDOWS, AND ALL NEW FINISHES FOR WALLS, CEILINGS AND FLOORS. ELECTRICAL AND MECHANICAL BUILDING SYSTEMS WILL BE MODIFIED TO INSURE ENVIRONMENTAL COMFORT OF THE USERS. SPECIAL FEATURES OF THE ELECTRICAL UPGRADE WILL INCLUDE NEW LED LIGHTING WITH DIMMER CAPABILITIES. FURNISHINGS TO BE INSTALLED INCLUDE; A) MEETING ROOM TABLES, CHAIRS, AND OTHER MISCELLANEOUS FURNISHINGS AND B) OFFICE SUITE DESKS, CHAIRS, AND FILE CABINETS. EQUIPMENT SHALL INCLUDE: PROJECTION SCREENS, WRITABLE WALL & TABLE SURFACES, AND MICROPHONE AND AUDIO SPEAKER SYSTEMS. PROJECT WILL BE SUBMITTED AS AN APPLICATION FOR MATCHING FUNDS FROM THE HIGHER EDUCATION CAPITAL FUND. MATCH IS THE $653,675 FROM ANONYMOUS DONORS.	$1,307,350
Northwest Missouri State University - Dean Hubbard Center for Innovatic Agricultural Science - Priority #6 - NORTHWEST MISSOURI STATE UNIVERSITY'S SCHOOL OF AGRICULTURAL SCIENCES IS REQUESTING FUNDING TO SUPPORT SEVERAL KEY EFFORTS THAT ARE VITAL TO THE EXPANDING AGRICULTURAL PROGRAM, BOTH ON CAMPUS AND AT THE R.T. WRIGHT FARM. THIS REQUEST IS DRIVEN FROM THE RECENT COMPLETION OF THE SCHOOL OF AGRICULTURAL SCIENCES MASTER PLAN. THIS IS A COMPREHENSIVE PLAN THAT STUDIED ENROLLMENT, FACILITIES CONDITION ASSESSMENT, SPACE INVENTORY, SPACE UTILIZATION AND NEEDS ANALYSIS, THE SCHOOL OF AGRICULTURAL SCIENCES VISION, AND THE NORTHWEST STRATEGIC PLAN. THE AG PROGRAM HAS BEEN MOVING TO CONSOLIDATE ITS FACILITIES TO IMPROVE EFFICIENCY AND COLLABORATION FOR FACULTY AND STUDENTS. FURTHER CONSOLIDATION WILL ADDRESS SPACE DEFICIENCIES AND THE GENERAL QUALITY OF EXISTING LAB AND GREENHOUSE SPACES ACROSS CAMPUS. THIS EFFORT WILL RELOCATE AG MECHANICS SPACE AND HORTICULTURE LABS AND GREENHOUSES TO THE RECENTLY RENOVATED CIE BUILDING. THE FARM OPERATIONS WILL BE ENHANCED BY REORGANIZATION OF FARM FACILITIES INTO SIX FARM OPERATION ZONES. THE EXISTING POORLY PLACED, UNDERSIZED AND ANTIQUATED FACILITIES FOR SWINE, GRAIN AND EQUIPMENT ZONES WILL BE REPLACED TO FULFILL THE LONG TERM OPERATIONAL MISSION OF THE FARM.	$31,521,301

Northwest Missouri State University - Campus Infrastructure - Priority #7 - MAIN CAMPUS ELECTRICAL UPGRADES TO INCLUDE SWITCHGEARS, DISTRIBUTION LINES, GROUNDING, AND BACKUP POWER GENERATION. BOILER PLANT IMPROVEMENTS, INCLUDING PAPER-PELLET BOILER REPLACEMENT WITH A HIGH-EFFICIENCY HYBRID WOOD/NATURAL GAS BOILER AND ALL ASSOCIATED FILTRATION, TANKS, LINES, AND CONTROLS, INSTALLATION OF DRY-SCRUBBER EQUIPMENT, AND INTEGRATION OF BAS INTO BOILER OPERATION. CHILLER PLANT IMPROVEMENTS, INCLUDING REPLACEMENT OF STEAM-POWERED ABSORBER AND COOLING TOWER, FULL IMPLEMENTATION OF BAS SYSTEM TO IMPROVE SYSTEM ENERGY EFFICIENCY. CHILLER LOOP REPAIRS IN SUPPORT OF THE REPLACEMENT OF CONDENSING UNITS/COOLING COILS IN ADMIN BUILDING, BROWN HALL, VALK, OWENS LIBRARY, PERFORMING ARTS, FINE ARTS, AND WELLS HALL. INSTALLATION OF FIRE SPRINKLER SYSTEMS IN 7 ACADEMIC AND 4 SUPPORT BUILDINGS. CAMPUS-WIDE ADA UPGRADES TO GROUNDS AND BUILDINGS. CAMPUS-WIDE TUCK-POINTING PROGRAM AND BUILDING ENVELOPE STUDIES TO MAINTAIN CURRENT INDOOR AIR QUALITY STANDARDS FOR OCCUPIED SPACES. REPLACEMENT AND REPAIR OF CAMPUS ROOFS THAT HAVE EXCEEDED MANUFACTURER RECOMMENDED LIFE.	$80,460,253	

Northwest Missouri State University - Campus Infrastructure - Priority #8- UPGRADE 150 INCANDESCENT LIGHT FIXTURES TO LED IN RON HOUSTON CENTER FOR PERFORMING ARTS, AND 4 INCANDESCENT STAGE LIGHTING FIXTURES. STAGE LIGHTING ENERGY CONSUMPTION WOULD BE REDUCED BY 75% (1000 WATT LAMPS TO 250 WATT LAMPS). THE ANNUAL LAMP REPLACEMENT COST OF $2250 WILL BE REDUCED BY 95% DUE TO THE 5-YEAR LIFE EXPECTANCY OF LED LAMPS. FULL COLOR RANGE LEDS WILL ELIMINATE THE NEED FOR COLORED LIGHTING GELS. HEAT REDUCTION OF LEDS WILL IMPROVE BUILDING HVAC EFFICIENCY. NORTHWEST IS COMMITTED TO ENERGY SAVINGS, STATE OF THE ART EXPERIENTIAL LEARNING FOR STUDENTS, AND PROMOTING SUSTAINABLE INNOVATION. NORTHWEST HAS INVESTED, WITH SUPPORT FROM MR. HOUSTON, IN LED LIGHTING FOR OUR HOUSE LIGHTING AND STAGE PAR GENERAL LIGHTING. THE REPLACEMENT OF ALL OF OUR INCANDESCENT SPOT LIGHTING WITH LED WOULD CREATE SIGNIFICANT ENERGY SAVINGS, CONTRIBUTE TO LONG-TERM SAVINGS FROM BULB AND GEL REPLACEMENT, AND PROVIDE NORTHWEST STUDENTS WITH STATE OF THE ART TECHNICAL THEATRE EXPERIENCES IN AN INCREASINGLY SAFE ENVIRONMENT. PROJECT WILL BE SUBMITTED AS AN APPLICATION FOR MATCHING FUNDS FROM THE HIGHER EDUCATION CAPITAL FUND. MATCH IS THE $50,000 FROM ANONYMOUS DONORS.	$100,000
Northwest Missouri State University Total	**$155,603,584**

Missouri University S&T - Schrenk Hall - Priority #1 - THE SCHRENK HALL ADDITION AND RENOVATION – PHASE III WILL RENOVATE SCHRENK HALL (1938 &1973) TO ACCOMMODATE THE CHEMISTRY AND BIOLOGICAL SCIENCES DEPARTMENTS. THIS WILL BE THE FINAL PHASE WITH THE RENOVATION OF 17,600 GROSS SQUARE FEET OF THE WEST WING AND THE REPLACEMENT OF THE EAST WING WITH A 90,400 GROSS SQUARE FEET FACILITY AND ATRIUM. THIS PROJECT WILL PROVIDE NEW TEACHING LABORATORIES, RESEARCH LABORATORIES, AND SUPPORT SPACE. THE PROJECT ALSO TAKES INTO CONSIDERATION GROWTH AND CONSOLIDATION OF DEPARTMENT ENTITIES THAT ARE SPREAD OVER MULTIPLE BUILDINGS ON CAMPUS.	$44,600,000
Missouri University S&T Total	**$44,600,000**
University of Missouri St. Louis - Space Consolidation - Priority #1 - THIS PROJECT WILL CONSOLIDATE UNDERUTILIZED SPACE CAMPUS-WIDE AND PROVIDE REPAIRS TO CAMPUS BUILDINGS. THE PROJECT WILL RELOCATE THE COLLEGE OF EDUCATION DEAN'S SUITE FROM THE EDUCATION ADMINISTRATION BUILDING (EAB) AND DECOMMISSION THE EAB; RELOCATE THE SCHOOL OF SOCIAL WORK FROM BELLERIVE HALL (BH) AND DEMOLISH BH; RELOCATE THE DEPARTMENT OF MUSIC FROM THE MUSIC BUILDING (MB) AND DEMOLISH MB; AND RELOCATE HUMAN RESOURCES FROM ARTS ADMINISTRATION BUILDING INTO WOODS HALL. THESE RELOCATIONS WILL FACILITATE SYNERGIES BETWEEN PROGRAMS AND WILL IMPROVE UTILIZATION RATES OF SPACE IN THE RENOVATED BUILDINGS.	$10,000,000

University of Missouri St. Louis - Social Science and Business Building - Priority #2 - THIS PROJECT WILL RENOVATE THE SOCIAL SCIENCE BUILDING. THE PROJECT PROVIDES FOR STATE-OF-THE-ART CLASSROOMS AND LECTURE HALL FACILITIES TO BE USED AS A CAMPUS RESOURCE. THE RENOVATION INCLUDES A SUBSTANTIAL REPLACEMENT AND UPGRADE OF HVAC, ELECTRICAL AND PLUMBING EQUIPMENT, SYSTEMS, FIXTURES AND CONTROLS. THE PROJECT ALSO PROVIDES FOR AN EXTENSIVE RENOVATION AND UPGRADE OF BUILDING INTERIOR, ACCESSIBILITY PROVISIONS AND BUILDING ENVELOPE. EXTERIOR IMPROVEMENTS INCLUDE REPLACEMENT/UPGRADE OF SIDEWALKS, ACCESSIBLE ROUTES AND STEPS.	$42,500,000
University of Missouri St. Louis - Stadler Hall Renovation - Priority #3 - STADLER HALL RENOVATION PROJECT WILL RENOVATE THE 82,500 GROSS SQUARE FEET (GSF) BUILDING TO BRING IT UP TO CURRENT BUILDINGS CODES AND DESIGN STANDARDS TO SERVE THE PRIMARILY USES OF RESEARCH, CLASS-LABS, CLASSROOMS, CLINIC, ANIMAL FACILITIES, AND OFFICE/SUPPORT SPACES. THIS WILL PROVIDE CONSOLIDATED, MORE EFFICIENT, AND SUSTAINABLE ENVIRONMENT. STADLER HALL, WHEN RENOVATED, WILL PROVIDE CRITICALLY NEEDED STATE OF THE ART TECHNOLOGY, EQUIPPED AND FLEXIBLE CLASSROOMS OF VARIOUS SEATING CAPACITIES, RESEARCH LABORATORIES, CLASS LABORATORIES, SEMINAR ROOMS, STUDY AREAS, COLLABORATIVE VENUES, AND OTHER STUDENT SPACES.	$34,100,000
University of Missouri St. Louis Total	**$86,600,000**

Truman State University - Pershing Project Phase 2 - Priority #1 - THIS PROJECT INCLUDES WORK TO THE EXISTING PERSHING BUILDING PROJECT WHICH WAS DESIGNED BUT DELETED FROM THE REVISED PROJECT DUE TO REDUCED STATE FUNDING. IT INCLUDES RENOVATION OF THE ORIGINAL CENTRAL STRUCTURE (1957) AND THE NORTH WING WHICH WAS ADDED IN 1965. WORK INCLUDES REPLACEMENT OF OBSOLETE HVAC SYSTEMS, UPGRADES OF RESTROOMS TO CURRENT ADA CODE, REPLACE FIRE ALARM SYSTEMS TO MEET CURRENT CODES, AND REVISIONS TO CLASSROOMS TO MEET CURRENT STANDARDS INCLUDING TECHNOLOGY. WORK WILL ALSO IMPACT OFFICES FROM THE INITIAL 2009 PLANS TO REFLECT MODIFICATIONS MADE TO BRING THE FIRST PHASE OF CONSTRUCTION INTO THE AVAILABLE BUDGET. FY 2011 AMOUNT APPROPRIATED AND SPENT FOR PHASE 1: $11,335,919 FY 2021 REQUEST BY THE STATE: $16,138,000 LOCAL MATCH: $1,977,000 TOTAL PROJECT COST: $18,115,000 ESTIMATED OPERATING SAVINGS: $108,000	$16,138,000

Truman State University - Greenwood Autism Center - Priority #2 - FUNDS WERE APPROPRIATED IN FY 2017 FOR RENOVATION OF GREENWOOD SCHOOL AS AN INTERPROFESSIONAL AUTISM CENTER TO SERVE THE REGION. AT THAT TIME DUE TO STATE REVENUE ISSUES ONLY $565,000 OF THE $5.5 MILLION APPROPRIATION WAS RECEIVED. THESE FUNDS WERE UTILIZED TO BEGIN THE DESIGN PHASE. INCLUDED IN THE APPROVED FY 2020 APPROPRIATION IS $1.15 MILLION TO PROVIDE ENGINEERING SERVICES AND SITE DEVELOPMENT. ONCE SITE DEVELOPMENT IS COMPLETE THE PROJECT WILL BE READY TO MOVE FORWARD INTO ITS FINAL PHASE REQUIRING THE BALANCE TO BE APPROPRIATED. THIS REQUEST IS FOR THE PROJECT BALANCE WITH AN ALLOWANCE FOR INFLATION. EXTERNAL FUNDING FROM THE SUNDERLAND FOUNDATION IN KANSAS CITY HAS BEEN OBTAINED FOR THE PROJECT. A DONATION OF $600,000 WAS RECEIVED 7-29-19 WITH A PLEDGE OF $500,000 IN ADDITIONAL FUNDING FOR A TOTAL OF $1.1 MILLION. THIS IS A TOTAL RENOVATION WHICH INCLUDES ELECTRICAL, PLUMBING, HVAC, LIFE SAFETY, ADA ACCESS , AND INSTALLATION OF TECHNOLOGY. FY 2017 AMOUNT APPROPRIATED: $565,831 (APPROPRIATION NUMBER 1598; FUND CODE 0101; HB03.145) FY 2020 AMOUNT APPROPRIATED: $1,150,000 (APPROPRIATION NUMBER 5977; FUND CODE 0101; HB19.115) FY 2021 REQUEST BY THE STATE: $3,854,000 LOCAL MATCH (DONATION/IN HAND): $600,000 DONATION IN HAND, ADDITIONAL $500,000 PLEDGED. TOTAL PROJECT COST: $4,454,000	$4,454,000

Truman State University - Kirk building Renovation - Priority #3 - KIRK BUILDING IS LOCATED AT THE SOUTHEAST CORNER OF THE CAMPUS QUADRANGLE. THIS 97 YEAR OLD STRUCTURE WAS LIGHTLY RENOVATED 34 YEARS AGO, BUT IT IS IN NEED OF MAJOR ELECTRICAL AND HVAC UPGRADES. DUE TO ITS HISTORIC NATURE AND LOCATION IT IS AN IDEAL HOME FOR A VARIETY OF STUDENT SERVICES FUNCTIONS. THE CAMPUS MASTER PLAN CALLS FOR RENOVATION OF THIS STRUCTURE WHICH WOULD THEN ALLOW DEMOLITION OF A NEARBY 1940'S ONE-STORY BUILDING WHICH CURRENTLY HOUSES SEVERAL STUDENT SERVICES OPERATIONS. KIRK BUILDING RESTROOMS WOULD BE REMODELED TO MEET ADA REQUIREMENTS AND UPPER FLOORS WOULD BE UPDATED TO MEET CURRENT ADA REGULATIONS. FY 2021 STATE FUNDS REQUEST: $14,740,000 LOCAL MATCH: $1,055,000 TOTAL PROJECT COST: $15,795,000	$14,740,000
Truman State University - Electrical Backup System - Priority #4 - ELECTRICAL BACKUP SYSTEM EMERGENCY ELECTRICAL BACKUP SYSTEM THE EMERGENCY ELECTRICAL BACKUP SYSTEM WOULD PROVIDE ELECTRICAL POWER TO CAMPUS IN THE EVENT OF A NATURAL DISASTER, TERRORIST ACT, AND OTHER EMERGENCIES. ALL FACILITIES WOULD BENEFIT. FY 2021 REQUEST BY THE STATE: $4,835,000 ANY DOLLAR AMOUNT APPROPRIATED PREVIOUSLY FOR THIS PROJECT: $0 LOCAL MATCH (DONATION/IN HAND): $0 TOTAL PROJECT COST: $4,835,000	$4,835,001
Truman State University Total	**$40,167,001**

State Technical College of Missouri - New Utility Technician Program - Priority #1 - THE UTILITY TECHNICIAN CENTER IS AN APPROXIMATELY 50,000 SQUARE FOOT CENTER TO HOUSE ALL UTILITY RELATED PROGRAMS AT STATE TECH INCLUDING: ELECTRICAL DISTRIBUTION SYSTEMS, UTILITY SYSTEMS TECHNICIAN (ELECTRICAL AND BROADBAND), NUCLEAR TECHNOLOGY, AND SOON TO BE DEVELOPED OPTIONS RELATED TO GAS AND WATER/WASTEWATER. THE UNIQUE AND MOST SIGNIFICANT SPACE IN THIS CENTER IS THE INDOOR UTILITY LAB. THIS LAB IS 20,000 SQUARE FOOT WITH 40' HIGH CEILINGS AND A DIRT FLOOR TO ALLOW FOR INSIDE CONSTRUCTION. IN THIS LAB, STUDENTS WILL BE ABLE TO ERECT UTILITY POLES AND PRACTICE UNDERGROUND HORIZONTAL BORING. STATE TECH'S STRATEGIC GOAL IS TO INCREASE THEIR ALREADY STRONG PRESENCE AS MISSOURI'S PREMIER PROVIDER OF UTILITY TECHNICIANS FOR POWER, BROADBAND, GAS, WATER, AND WASTEWATER SECTORS TO MEET THE INCREASING NEEDS OF THE UTILITY INDUSTRIES. THROUGH A PARTNERSHIP WITH THE STATE OF MISSOURI, MISSOURI ONE-CALL, AND UTILITY CONTRACTORS, THE PLAN FOR THE 30-ACRE UTILITY TECHNOLOGY CENTER WAS DEVELOPED. STATE TECH WAS AWARDED A $2M CAPITAL APPROPRIATION TO CONSTRUCT THIS BUILDING IN FY19. THIS CAPITAL APPROPRIATION AND THE MATCH RAISED BY THE COLLEGE WILL COMPLETE PHASE A OF THE BUILDING INCLUDING 2 INDOOR LABS/ENTRANCE/OFFICES. PHASE B WILL CONSTRUCT 6 CLASSROOMS AND 5 INSTRUCTIONAL LABS.	$5,870,400
State Technical College of Missouri - New Manufacturing and Engine Building - Priority #3 - THE ORIGINAL FACILITY MASTER PLAN CALLED FOR A MULTIPURPOSE CLASSROOM AND LABORATORY BUILDING TO FILL OUT THE CAMPUS ''QUAD''. THIS 97,000 SQUARE FOOT BUILDING WILL ACCOMMODATE FUTURE PROGRAM GROWTH IN ENGINEERING RELATED TECHNOLOGIES. THE ADDITION OF THIS BUILDING WOULD FACILITATE GROWING THE CAMPUS FROM NEARLY 1500 STUDENTS TO OVER 2,000. AS MANY AS 10 ADDITIONAL ACADEMIC PROGRAMS WOULD BE LOCATED IN THE NEW ENGINEERING TECHNOLOGY CENTER. THE APPROXIMATE COST OF THE ENGINEERING TECHNOLOGY CENTER IS $21,179,376	$21,179,376

State Technical College of Missouri - New Construction Trades Program - Priority #2 - 20,000 SQUARE FOOT BUILDING TO PROVIDE A COMMERCIAL CONSTRUCTION CENTER FOR THE STATE OF MISSOURI. THIS CENTER WOULD ALLOW FOR THE DEVELOPMENT OF COMMERCIAL CONSTRUCTION TRADES TRAINING AND MUCH NEEDED EXPANSION OF THE EXISTING HEATING, VENTILATION, AND AIR CONDITIONING PROGRAM TO INCLUDE NEW EMPHASIS ON COMMERCIAL HVAC. THE CENTER WILL SERVE THE NEEDS OF 200 STUDENTS AND ULTIMATELY A SIGNIFICANT NEED THAT EXISTS WITHIN THE STATE OF MISSOURI. COMMERCIAL CONSTRUCTION WORKFORCE NEEDS ARE NOT CURRENTLY BEING MET BY HIGHER EDUCATION IN MISSOURI.	$5,870,400
State Technical College of Missouri	**$32,920,176**
MIssouri State University West Plains - New Advanced Welding Technilogy - Priority #1 - THE MISSOURI STATE UNIVERSITY-WEST PLAINS 2017-2022 LONG-RANGE PLAN SUPPORTS THIS REQUEST. THE REQUESTED FUNDS WILL PROVIDE FOR THE NEW CONSTRUCTION OF A LEVEL 3 WELDING LAB TO SUPPORT AN ADVANCED WELDING TECHNOLOGY PROGRAM. FY 21 REQUEST FROM STATE: $1,284,988 PRIOR APPROPRIATIONS RECEIVED: -0- LOCAL MATCH (DONATION/IN HAND): 1,285,000 TOTAL PROJECT COST: $2,569,988	$2,569,988
Missouri State University - West Plains Total	**$2,569,988**

East Central College - Main Campus HVAC Replace - Priority #1 - AS WITH MOST CAMPUSES OUR AGE, MECHANICAL EQUIPMENT POSES A CHALLENGE. CURRENTLY, SIXTY-FIVE PERCENT OF OUR UNITS ARE AT OR HAVE EXCEEDED THEIR LIFE EXPECTANCY ACROSS CAMPUS. WE CONTINUE TO MAINTAIN AND REPAIR THESE UNITS BUT WITH AGE PARTS BECOME OBSOLETE AND RELIABILITY DECREASES. OLDER UNITS ARE INEFFICIENT AND ARE NOT ENVIRONMENTALLY FRIENDLY. THE MECHANICAL, ELECTRICAL AND PLUMBING SYSTEMS ARE OUTDATED, OR INADEQUATE FOR TODAY'S NEEDS. EQUIPMENT FAILURE HAS CAUSED DAMAGE TO FACILITIES DUE TO LEAKING, LEADING TO MOLD, WATER, CEILING, AND OUTSIDE PENETRATION DAMAGE. THIS PROJECT IS NEEDED TO ENSURE BUILDING OCCUPANTS EXPERIENCE A COMFORTABLE, SAFE ENVIRONMENT.	$5,325,240
East Central College - Hansen Hall Heat Pump - Priority #2 - HANSEN HALL WAS BUILT IN THREE STAGES OVER THE COURSE OF TEN YEARS. BECAUSE OF THE SECTIONING, HEAT PUMPS WERE ADDED TO HEAT AND COOL SEGMENTS OF THE BUILDING AS THE BUILDING WAS BEING CONSTRUCTED. AT PRESENT, THESE UNITS ARE WELL BEYOND THEIR LIFE EXPECTANCY AND EXPERIENCING EVER INCREASING FAILURES. THIS PROJECT WILL REPLACE THE TWENTY-NINE HEAT PUMPS WITH A HIGH EFFICIENCY, MODERN HVAC SYSTEM. THE SOLUTION WOULD PROVIDE A MIX OF DEDICATED OUTDOOR AIR SYSTEMS, ROOFTOP UNITS, AND VARIABLE REFRIGERANT FLOW UNITS TO SERVE AREAS CURRENTLY SERVED BY THE EXISTING FAILING HEAT PUMPS. THE NEW SYSTEM WILL FULLY INTEGRATE WITH OUR CURRENT METASYS ENVIRONMENTAL CONTROLS ALLOWING GREATER EFFICIENCY AND ENHANCED COMFORT.	$3,699,000

East Central College - Shook Student Center - Priority #3 - AS WITH MOST CAMPUSES OUR AGE, MECHANICAL EQUIPMENT POSES A CHALLENGE. CURRENTLY, SIXTY-FIVE PERCENT OF OUR UNITS ARE AT OR HAVE EXCEEDED THEIR LIFE EXPECTANCY ACROSS CAMPUS. WE CONTINUE TO MAINTAIN AND REPAIR THESE UNITS BUT WITH AGE PARTS BECOME OBSOLETE AND RELIABILITY DECREASES. OLDER UNITS ARE INEFFICIENT AND ARE NOT ENVIRONMENTALLY FRIENDLY. THE MECHANICAL, ELECTRICAL AND PLUMBING SYSTEMS ARE OUTDATED, OR INADEQUATE FOR TODAY'S NEEDS. EQUIPMENT FAILURE HAS CAUSED DAMAGE TO FACILITIES DUE TO LEAKING, LEADING TO MOLD, WATER, CEILING, AND OUTSIDE PENETRATION DAMAGE. THIS PROJECT IS NEEDED TO ENSURE BUILDING OCCUPANTS EXPERIENCE A COMFORTABLE, SAFE ENVIRONMENT.	$5,325,240
East Central College - Classroom Building - Priority #7 - CONSTRUCTION OF A 50,000 SF GENERAL PURPOSE CLASSROOM BUILDING, TO INCLUDE CLASSROOMS, LECTURE HALLS, FACULTY OFFICE SPACE, AND RELATED SUPPORT AREAS.	$6,242,120
East Central College Total	**$20,591,600**
Crowder College - Newton Hall Renovation - Priority #1 - PROPOSED IMPROVEMENTS INCLUDE LARGER, BETTER DESIGNED CLASSROOMS, RE-DESIGN OF CURRENT SUPPORT SERVICES, WIDER HALLWAYS, CREATING STUDY/MEETING SPACES FOR STUDENTS, AND BATHROOM RENOVATIONS. COST ESTIMATES INCLUDE APPROXIMATELY $500,000 FOR PLUMBING AND MECHANICAL UPGRADES AND $1,424,920 FOR RENOVATION AND DESIGN.	$1,924,920

Crowder College - McDonald Hall Renovation - Priority #2 - PROPOSED IMPROVEMENTS INCLUDE LARGER, BETTER DESIGNED CLASSROOMS, WIDER HALLWAYS, RE-DESIGN OF CURRENT STUDENT SUPPORT SERVICES, CREATING STUDY/MEETING SPACES FOR STUDENTS, AND BATHROOM RENOVATIONS. COST ESTIMATES INCLUDE APPROXIMATELY $500,000 FOR PLUMBING AND MECHANICAL UPGRADES AND $1,424,920 FOR RENOVATION AND DESIGN.	$1,924,920
Crowder College - Cassville Remodel - Priority #3 - REMODEL OF EXISTING CASSVILLE CAMPUS COMMUNITY BUILDING TO ACCOMMODATE ADDITIONAL CLASSROOMS, SCIENCE LABS, AND SKILLS LABS WITH A NEW ADDITION FOR THE NURSING PROGRAM WHICH WILL PROVIDE MORE TRAINING AND LAB SPACE. THE CURRENT FACILITY CONSISTS OF THREE SEPARATE BUILDINGS. THE RENOVATIONS WILL INCLUDE CONNECTING THE COMMUNITY BUILDING TO THE ACADEMIC BUILDING WITH CORRIDORS AND A COMMONS SPACE THAT WILL ENHANCE THE AMENITIES AND SAFETY OF THE CAMPUS. RENOVATIONS WILL ALSO INCLUDE EXTERIOR IMPROVEMENTS TO THE BUILDING.	$2,662,667
Crowder College - Diesel Technology Facility - Priority #4 - APPROXIMATELY 20,125 SQUARE FOOT NEW DIESEL TECHNOLOGY AND TRANSPORT TRAINING FACILITY INCLUDING A SHOP WITH A DESIGNATED CLASSROOMS AND A COMPUTER LAB. THE NEW FACILITY WILL PROVIDE THE MOST UP TO DATE SPACE, EQUIPMENT, AND TECHNOLOGY FOR THE STUDENTS TO BE BEST PREPARED FOR TODAY'S MARKETPLACE. CROWDER COLLEGE IS REQUESTING A TOTAL OF $4,916,000.00 FROM STATE FUNDS TO COMPLETE THIS PROJECT. OPERATION OF THE NEW FACILITY WILL BE FUNDED FROM STUDENT TUITION AND FEES.	$4,916,000
Crowder College Total	**$11,428,507**
Metropolitan Community College - CTE Building - Priority #2 - RELOCATE LINEMAN, COMMERCIAL DRIVERS LICENSE, AND PUBLIC SAFETY INSTITUTE PROGRAMS TO MCC'S BLUE RIVER CAMPUS IN THE PRECISION DRIVING TRACK AREA. THIS PROJECT WILL FREE UP ACADEMIC SPACE IN THE CURRENT PUBLIC SAFETY INSTITUTE TO SUPPORT AN ENHANCED CYBER SECURITY INSTITUTE.	$12,471,225

Metropolitan Community College - Academic Building - Priority #1 - THIS PROJECT WOULD SUPPORT THE RENOVATION OF THE CURRENT MANUEL TECH INTO MCC'S MANUFACTURING INSTITUTE. THIS PROJECT WOULD BE IN PARTNERSHIP WITH KANSAS CITY PUBLIC SCHOOLS WHO OWNS THE MANUEL TECH FACILITY. THE PROJECT WOULD RENOVATE APPROXIMATELY 105,000 SQUARE FEET TO SUPPORT THE RELOCATION OF CURRENT BUSINESS AND TECHNOLOGY WORKFORCE PROGRAMS TO THE KANSAS CITY URBAN CORE.	$28,832,000
Metropolitan Community College -ETEC Work Force Programs - Priority #3 - RENOVATE THE LOWER LEVEL OF AND ADD A MINOR ADDITION TO THE MCC-PENN VALLEY PHYSICAL EDUCATION BUILDING TO SUPPORT THE RELOCATION AND EXPANSION OF THE ENGINEERING TECHNOLOGY PROGRAM, 3D PRINTING, AND FABRICATION LAB. MOVES THIS CRITICAL WORK FORCE PROGRAM TO THE KANSAS CITY URBAN CORE. RENOVATION INCLUDES CREATING ENGINEERING TECHNICIAN CLASSROOMS AND COMPUTER LABS, 3D PRINTING LAB TO SUPPORT PROTOTYPING AND FABRICATION, AND A FABRICATION LAB/MAKER SPACE TO SUPPORT ENGINEERING TECHNOLOGY AND OTHER CREDIT AND NON-CREDIT WORK FORCE PROGRAMS. TAKES ADVANTAGE OF UNDERUTILIZED SPACE WITHIN THE EXISTING PHYSICAL EDUCATION BUILDING TO SUPPORT ENGINEERING TECHNOLOGY. THE PROPOSED ADDITION WILL CREATE THE CORE OF THE FABRICATION LAB AND BRING LIGHT INTO THE OVERALL SPACE.	$4,403,550
Metropolitan Community College - Repair HVAC and Offices - Priority #6 - REPLACES THE 1950S ERA HVAC SYSTEM (ORIGINAL TO THE BUILDING) WITH MODERN, ENERGY EFFICIENT AIR CONDITIONING. THE CURRENT SYSTEM HAS BEEN REPAIRED BUT IS OBSOLETE. AN ENGINEERING ANALYSIS OF THE HVAC AND ELECTRICAL INFRASTRUCTURE OF THE FACILITY RECOMMENDS COMPLETE REPLACEMENT. ONCE THE LESSEE VACATES THREE FLOORS OF THE FACILITY IN 2021, THE FACILITY WILL REQUIRE RENOVATION TO SUPPORT MCC ADMINISTRATIVE AND ACADEMIC PROGRAMS.	$6,017,085

Metropolitan Community College - Replace PV Ahus - Priority #5 - THE 17 AIR HANDLER UNITS (AHUS) AT MCC'S PENN VALLEY CAMPUS ARE ALL ORIGINAL 1970'S CONSTRUCTION. THIS PROJECT WOULD REPLACE THE AHUS WITH NEW ENERGY EFFICIENT MODELS THAT ARE EASIER TO MAINTAIN. MORE ENERGY EFFICIENT, AND MORE RELIABLE THAN THE CURRENT 1970S VINTAGE UNITS	$2,496,645
Metropolitan Community College - Renovate PV Sciene & Technology - Priority #11 - THE PENN VALLEY SCIENCE AND TECHNOLOGY BUILDING IS OVER 45 YEARS OLD. MUCH OF THE INFRASTRUCTURE IS ORIGINAL. CLASSROOM AND LABORATORY SPACE CONFIGURATION IS LARGELY UNCHANGED OVER THAT PERIOD. THIS RENOVATION WILL ALLOW MCC TO EXECUTE THE FIRST STEP OF A PHASED APPROACH TO MODERNIZING BOTH THE SCIENCE AND TECHNOLOGY BUILDING INFRASTRUCTURE AND LEARNING ENVIRONMENT AS PART OF AN OVERALL PLAN TO RENOVATE THE PENN VALLEY CAMPUS TO MEET THE GROWING NEEDS OF KANSAS CITY'S DIVERSE DOWNTOWN COMMUNITY. THIS RENOVATION WOULD UPDATE BUILDING HEATING, VENTILATION, AND AIR CONDITIONING SYSTEMS, PIPING, ELECTRICAL SYSTEMS, RESTROOMS, AND MODERNIZE CLASSROOM AND LABORATORY CONFIGURATIONS. ADDITIONALLY, THE RENOVATION WOULD SIGNIFICANTLY IMPROVE THE CURRENT DARK INTERIORS INTO INVITING CLASSROOM, LABORATORY AND STUDENT "STICKY" SPACES CREATING DRAMATICALLY IMPROVED TEACHING, LEARNING, AND COLLABORATION SPACES.	$12,471,225
Metropolitan Community College - Renovate Arts & Scinece Building - Priority #4 - REPLACE ROOFS RATED AS AN "F" DURING THE 2019 FACILITIES CONDITION ASSESSMENT. THESE ROOFS ARE LOCATED ACROSS THE MCC CAMPUSES	$7,271,242

Metropolitan Community College - LV Lab Renovation - Priority #12 - MCC-LONGVIEW SCIENCE LAB RENOVATION THIS PROJECT CONVERTS A STANDARD CHEMISTRY LAB THAT WAS BUILT 25 YEARS AGO TO A NEW MODERN CHEMISTRY LAB THAT WOULD SUPPORT A BROAD SPECTRUM OF CHEMISTRY INSTRUCTION. THE SCOPE OF THE PROJECT INCLUDES THE PURCHASE AND INSTALLATION OF NEW MODERN EQUIPMENT NECESSARY TO SUPPORT A STATE-OF-THE-ART CHEMISTRY LABORATORY. PERIPHERAL SUPPORTING PURCHASES INCLUDED SOFTWARE, AND SUPPORTING TECHNOLOGY.	$475,000
Metropolitan Community College - BR Addtion/Renovation - Priority #8 - MCC-BLUE RIVER CAMPUS CENTER ADDITION/RENOVATION	$2,068,234
Metropolitan Community College - MW Science Lab Renovation - Priority #11 - MCC-MAPLE WOODS SCIENCE LAB RENOVATION THIS PROJECT CONVERTS A STANDARD CHEMISTRY LAB THAT WAS BUILT 25 YEARS AGO TO A NEW MODERN CHEMISTRY LAB THAT WOULD SUPPORT A BROAD SPECTRUM OF CHEMISTRY INSTRUCTION. THE SCOPE OF THE PROJECT INCLUDES THE PURCHASE AND INSTALLATION OF NEW MODERN EQUIPMENT NECESSARY TO SUPPORT A STATE-OF-THE-ART CHEMISTRY LABORATORY. PERIPHERAL SUPPORTING PURCHASES INCLUDED SOFTWARE, AND SUPPORTING TECHNOLOGY.	$475,000
Metropolitan Community College Total	**$76,981,206**

Jefferson College - Vet Tech Builidng - Priority #2 - THE PROJECT CONSISTS OF A 6,400 FT. BUILDING EXPANSION TO THE JEFFERSON COLLEGE VETERINARY TECHNOLOGY LARGE ANIMAL BUILDING. THE VETERINARY TECHNOLOGY PROGRAM CURRENTLY OCCUPIES TWO LOCATIONS ON THE HILLSBORO CAMPUS: THE CAREER AND TECHNICAL EDUCATION BUILDING AND A SEPARATE, LARGE ANIMAL FACILITY. THIS PROJECT IS DESIGNED TO INCREASE CAPACITY AND CONSOLIDATE THE VETERINARY TECHNOLOGY PROGRAM INTO A SINGLE CAMPUS AREA. THE EXPANDED FACILITY WILL HOUSE STATE-OF-THE-ART CLASSROOMS, LABS, SURGICAL, AND X-RAY SUITES, KENNELS, AND OFFICES. THIS EXPANSION WILL ALLOW US TO TRAIN MORE VETERINARY TECHNICIANS TO ADDRESS A SIGNIFICANT WORKFORCE SHORTAGE. THIS EXPANSION WILL ALSO PERMIT US TO FURTHER MEET THE NEEDS OF THE AGRICULTURAL COMMUNITY THROUGH OUR ON-CAMPUS LARGE ANIMAL TRAINING FACILITIES. THE SHORTAGE OF VETERINARY TECHNICIANS HAS BEEN SIGNIFICANTLY EXACERBATED BY A RECENT SHUT-DOWN OF MULTIPLE PROPRIETARY SCHOOLS WITHIN THE ST. LOUIS MARKET. WITH JEFFERSON COLLEGE'S GREATER THAN 40-YEAR HISTORY OF PROVIDING EXCELLENT GRADUATES, WE FEEL CONFIDENT THAT BY INVESTING IN EXPANDING THIS PROGRAM WE CAN INCREASE THE NUMBER OF EMPLOYEES AVAILABLE TO MEET THIS NEED. THE MVMA, THE MISSOURI VETERINARY TECHNICIANS ASSOCIATION, THE MISSOURI HUMANE SOCIETY, AND SIX VETERINARY FACILITIES HAVE ISSUED LETTERS OF SUPPORT FOR THE PROJECT.	$2,427,665
Jefferson College Total	**$2,427,665**
Mineral Area Community College - Arts and Sciences Building - Priority #2 - TO RENOVATE THE ARTS AND SCIENCE BUILDING. TO REMEDIATE ASBESTOS REMAINING IN THE BUILDING.	$2,908,980
Mineral Area Community College - Arts and Sciences Building - Priority #0 - TO REPLACE THE CURRENT BOILER AND CHILLER SYSTEM FOR THE FINEARTS BUILDING AND ARTS AND SCIENCE BUILDING	$2,310,690

Mineral Area Community College - Allied Health - Priority #0 - ALLIED HEALTH EXPANSION PHASE II THE PROJECT ENABLES THE COLLEGE TO CONTINUE TO RESPOND TO THE NATIONWIDE DEMAND FOR EXPANDED ALLIED HEALTH PROGRAMS BY ACCEPTING MORE STUDENTS, CREATING ADDITIONAL SPACE FOR THE PARAMEDIC AND RADIOLOGY TECH PROGRAMS, AND CREATING ADDITIONAL SPACE FOR THE LABORATORIES USED IN THE PRACTICAL NURSING (PN) AND REGISTERED NURSING (RN) PROGRAMS THAT ARE CONFORMED TO STANDARDS USED IN HOSPITALS.	$7,000,000
Mineral Area Community College - Center For Career - Priority #1 - CONSTRUCTION OF A NEW CAREER AND TECHNICAL CENTER (AVTS) ON THE CAMPUS OF MINERAL AREA COLLEGE	$26,543,840
Mineral Area Community College -FEMA SafeRoom - Priority #4 - CONSTRUCTION OF A FEMA SAFE ROOM ON THE CAMPUS OF MINERAL AREA COLLEGE	$4,276,500
Mineral Area Community College Total	**$43,040,010**
Moberly Area Community College -Pavement/Sidewalk Improvement - Priority #3 - TWO OF THE MAIN PARKING LOTS ON THE MOBERLY CAMPUS REQUIRE GRADING AND RESURFACING DUE TO MOVEMENT AND DRAINAGE ISSUES. THIS PROJECT WOULD ALSO INCLUDE THE INSTALLATION OF NEW CONCRETE SIDEWALKS AND STAIRS ACROSS CAMPUS THAT HAVE BECOME DETERIORATED.	$1,300,000

Moberly Area Community College -Main Building Renovation - Priority #1 - WINDOWS THROUGHOUT THE FACILITY NEED TO BE REPLACED, EXTERIOR BRICK NEEDS TO BE TUCK-POINTED AND SEALED AND BUILDING CONCRETE REPAIR. INTERIOR HALLWAYS ON THE SECOND AND THIRD FLOOR ARE ORIGINAL TO THE BUILDING AND NEED TO BE RENOVATED AS THEY DO NOT HAVE ANY AIR CONDITIONING AND ONLY ORIGINAL RADIATOR HEAT. HEATING AND COOLING SYSTEMS IN THE LIBRARY, AUDITORIUM AND JORGENSON WING ARE ALL ANTIQUATED AND HAVE CONSTANT FAILURES. MOST OF THE BUILDING DOES NOT HAVE A SPRINKLER SYSTEM AND, ALTHOUGH IN PROPER WORKING CONDITION, THE FIRE ALARM SYSTEM IS ANTIQUATED AND NEEDS TO BE REPLACED.	$3,790,000
Moberly Area Community College -Career Center Renovation - Priority #2 - THE EXTERIOR OF THE FACILITY IS IN NEED OF MANY IMPROVEMENTS, AS ISSUES WITH WATER INFILTRATION HAVE PERSISTED AND ENTRANCE DOORS NEED TO BE REPLACED TO BE MORE HANDICAP ACCESSIBLE. LAB SPACE FOR THE NURSING PROGRAMS NEED TO BE IMPROVED TO PROVIDE A BETTER LEARNING ENVIRONMENT. ADDITIONAL INSULATION TO THE FACILITY NEEDS TO BE INSTALLED FOR ENERGY EFFICIENCY AND COMFORTABLE SPACES. HALLWAYS, OFFICES AND RESTROOMS NEED TO BE IMPROVED TO MEET CURRENT DEMANDS.	$1,175,000
Moberly Area Community College Total	**$6,265,000**
St. Louis Community College -Abatement/Renovate - Priority #2 - THIS PROJECT WOULD ABATE ALL THE ASBESTOS CONTAINING MATERIALS (ACM) IN THE COMMUNICATIONS SOUTH BUILDING AND THE CONNECTING LINK TO COMMUNICATIONS NORTH. AFTER ABATEMENT, THE BUILDINGS WILL RECEIVE ALL NEW FINISHES, ACOUSTIC CEILING, LIGHTING, NEW FLOORING, PAINTING OF WALLS AND CASEWORK. THE RESTROOMS WILL BE REVISED TO MAKE THEM MORE ACCESSIBLE. THIS REQUEST WILL BE USED TO DESIGN AND PROVIDE OVERSIGHT FOR THE ABATEMENT PROJECT, AS WELL AS DESIGN AND INSTALL THE NEW FINISHES.	$1,130,000

St. Louis Community College -Abate/Renovate Communication Building - Priority #3 - THIS PROJECT WOULD ABATE ALL THE ASBESTOS CONTAINING MATERIALS (ACM) IN THE COMMUNICATIONS BUILDING. AFTER ABATEMENT, THE BUILDINGS WILL RECEIVE ALL NEW FINISHES, ACOUSTIC CEILING, LIGHTING, NEW FLOORING, PAINTING OF WALLS AND CASEWORK. THE RESTROOMS WILL BE REVISED TO MAKE THEM MORE ACCESSIBLE. THE REQUEST WILL BE USED TO DESIGN AND PROVIDE OVERSIGHT FOR THE ABATEMENT PROJECT, AS WELL AS DESIGN AND	$1,640,000
St. Louis Community College -East Wing and Central Utilities - Priority #1 - ST. LOUIS COMMUNITY COLLEGE COMPLETED CONSTRUCTING A CENTER FOR NURSING AND HEALTH SCIENCES TO HOUSE THE MAJORITY OF THE DISTRICT'S HEALTH SCIENCES PROGRAMS IN JULY 2019. THESE PROGRAMS INCLUDE NURSING, DENTAL ASSISTING, DENTAL HYGIENE, EMT AND PARAMEDIC TRAINING, SONOGRAPHY, CLINICAL LABORATORY TECHNOLOGY, RESPIRATORY CARE, RADIOLOGY, AND SURGICAL TECHNOLOGY, LABS, SIMULATION AREAS, AND OTHER INSTRUCTIONAL SPACE. THE 4TH FLOOR OF THE BUILDING IS BEING LEFT IN AN UNFINISHED, 'WHITE BOX' CONDITION, COMPRISING 19,750 SQUARE FEET OF FUTURE PROGRAM SPACE. THIS SPACE CAN BE BUILT OUT TO EXPAND EXISTING PROGRAM OFFERINGS, OR RELOCATE OTHER PROGRAMS SUCH AS THE OCCUPATIONAL THERAPY ASSISTANT OR PHYSICAL THERAPY ASSISTANT PROGRAMS, PRESENTLY HOUSED ON THE DISTRICT'S MERAMEC CAMPUS. ALL INFRASTRUCTURE, INCLUDING BUILDING ENVELOPE, MEPFP SYSTEMS, AND CONVEYING SYSTEMS WILL BE IN PLACE. THIS REQUEST WILL BE USED TO DESIGN AND CONSTRUCT THE NEW PROGRAM SPACE WITHIN 4TH FLOOR SHELL SPACE. .	$4,365,500

St. Louis Community College - Fire Alarm Replacement - Priority #7 - THIS PROJECT WILL COMPLETE THE PHASED REPLACEMENT OF THE FIRE ALARM SYSTEM FOR THE CAMPUS, AND INCORPORATE THE NEW SYSTEM INTO THE OTHER BUILDINGS PREVIOUSLY RENOVATED. THE BUILDINGS THAT REMAIN TO BE COMPLETED ARE THE PHYSICAL EDUCATION, BUSINESS, AND INSTRUCTIONAL RESOURCES BUILDING	$269,400
St. Louis Community College -Elevator Repair - Priority #8 - THREE OF OUR FOUR COLLEGE CAMPUSES WERE BUILT SIMULTANEOUSLY IN THE MIDDLE TO LATE 1960'S. EACH CAMPUS HAS A NEWER BUILDING OR TWO, BUT THE OVERALL AVERAGE AGE OF OUR FACILITIES IS APPROACHING 50 YEARS. CODE REQUIREMENTS FOR ELEVATORS HAVE CHANGED OVER THE YEARS, REQUIRING SIGNIFICANT EQUIPMENT MODERNIZATION AND LIFE/SAFETY ENHANCEMENTS. THE COLLEGE HAS BEEN ADDRESSING THESE CODE-MANDATED ALTERATIONS AS QUICKLY AS TIME AND BUDGETS ALLOW, AS WELL AS ADDING ADDITIONAL SAFETY PRECAUTIONS, SUCH AS "LIFE JACKETS" TO ARREST A FALL IN THE EVENT OF FAILURE. IN ADDITION, MANY OF THE ELEVATORS THROUGHOUT THE DISTRICT HAVE RECEIVED EXTENSIVE REPAIR, RENOVATION , AND MODERNIZATION. AT PRESENT, THE STUDENT CENTER ELEVATORS AT FLORISSANT VALLEY AND MERAMEC, THE D TOWER ELEVATOR AT FOREST PARK STILL REQUIRE MODERNIZATION, AT AN AVERAGE COST OF $200,000.00 PER ELEVATOR.	$695,090
St. Louis Community College -Air Handler Replacement - Priority #9 - REPLACE ORIGINAL AIR HANDLERS WITH MORE ENERGY EFFICIENT MODELS. THE AIR HANDLERS MOST IN NEED OF REPLACEMENT ARE AS FOLLOWS: MERAMEC CAMPUS - STUDENT CENTER, AHU #2 AND #3; THEATER AHU #2 FLORISSANT VALLEY CAMPUS - PHYSICAL EDUCATION BUILDING, FITNESS CENTER AHU FOREST PARK CAMPUS - THEATER, AC200 AND 202 (COIL AND VALVE REPLACEMENT)	$1,466,868
St. Louis Community College Total	**$9,566,858**
State Fair Community College -Yeater Learning Center - Priority #3 - REMOVAL OF THE EXISTING CHILLER AND REPLACEMENT WITH A 250-TON WATER-COOLED CHILLER.	$567,706

State Fair Community College -Asphalt Repairs - Priority #2 - REMOVE A PORTION OF THE PAVEMENT LAYER AND REPLACING IT WITH AN OVERLAY TO CORRECT DEFECTS AND FAILURES.	$3,079,920
State Fair Community College -Technology Center - Priority #1 - THE NEW BUILDING WOULD COMPRISE SIX TECHNICAL PROGRAMS - AUTOMOTIVE SERVICE TECHNOLOGY, PRECISION MACHINING AND WELDING FOR BOTH THE COLLEGE AS WELL AS THE STATE FAIR CAREER AND TECHNOLOGY CENTER . POTENTIAL NEW PROGRAMS IN THE AREA OF DIESEL TECHNOLOGY, AGRICULTURE MECHANICS, AND HVAC/ADVANCED ENVIRONMENTAL SYSTEMS.	$17,364,075
State Fair Community College Total	**$21,011,701**

Three Rivers College -Sikeston Location - Priority #4 - COLLEGE WOULD REPLACE LEAKING ROOF AT EXTERNAL CENTER LOCATION AT SIKESTON.	$500,000
Three Rivers College -Westover Adminstration - Priority #1 - MAJOR RENOVATION TO INCLUDE WINDOW REPLACEMENT, ROOF REPAIR, EXTERIOR SIDING AND PAINT, ADDITION OF WEATHER PROTECTION COVERINGS OVER MAIN STUDENT ENTRANCE, AND OVERALL IMPROVEMENTS TO FUNCTIONALITY AND EFFICIENCY OF THE EXTERIOR OF THE BUILDING.	$2,500,000
Three Rivers College -BESS Activity Center - Priority #2 - THE COLLEGE WOULD RENOVATE THE CURRENT BESS STUDENT & ACTIVITY CENTER INTO A MODERN STUDENT RECREATION CENTER. THE INTERIOR SPACE WOULD BE REMODELED FROM THE CURRENT GYM SPACE TO MEETING SPACES WITH FLEXIBLE WALLS TO ACCOMODATE DIFFERENT SIZED GROUPS. THE PRESENT FOOD SERVICE OPERATION WOULD BE ENHANCED FOR A FULL SERVICE LOCATION TO SERVE THE MEETING SPACES FOR COLLEGE AND COMMUNITY USE.	$3,000,000
Three Rivers College -Campus Wide Defer Maintenance - Priority #3 - COLLEGE WOULD REPLACE SEVERAL FAILING ROOFS AND FAILING ASPHALT PARKING LOTS. CULVERTS WOULD BE ADDED TO A CREEK ON CAMPUS TO IMPROVE WATER MANAGEMENT AND FLOODING WHILE REDUCING OVERGROWTH MANAGEMENT.	$3,250,000
Three Rivers College Total	**$9,250,000**

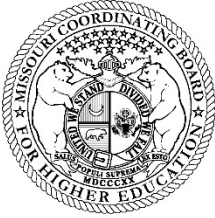|	
Ozark Technical Community College - Center For Advanced Mfg - Priority #1 - ADVANCED MANUFACTURING IS IDENTIFIED AS A KEY GROWTH SECTOR BY MISSOURI ORGANIZATIONS, INCLUDING THE DEPT OF ECO. DEVELOPMENT, BEST IN THE MIDWEST COLLABORATIVE INITIATIVE, & MO CHAMBER OF COMMERCE'S WORKFORCE 2030. THESE ORGANIZATIONS RECOGNIZE THIS IS ONE OF THE LEADING SECTORS FACING A SIGNIFICANT SKILLS GAP BETWEEN WORKFORCE SUPPLY & EMPLOYER DEMAND. THIS SKILLS GAP AFFECTS MISSOURI'S COMPETITIVE ABILITY TO ATTRACT & RETAIN MANUFACTURING EMPLOYERS. OTC'S CENTER FOR ADVANCED MANUFACTURING (CAM) WILL BE A REGIONAL & STATEWIDE CENTER OF EXCELLENCE--DEDICATED TO MEETING WORKFORCE NEEDS OF EMPLOYERS IN A TARGETED SECTOR THROUGH TAILORED DEGREE PROGRAMS & ADAPTIVE WORKFORCE TRAINING. CAM WILL ESTABLISH MISSOURI AS A LEADER IN THE MIDWEST (AND NATION) FOR TRAINING IN THE FIELD OF ADVANCED MANUFACTURING; A MODEL FOR SIMILAR CENTERS OF EXCELLENCE THROUGHOUT THE STATE; A NETWORK OF BEST IN CLASS TRAINING COVERING KEY SECTORS; & PROVIDE OPPORTUNITY FOR PARTNERSHIP WITH OTHER HIGHER EDUCATION INSTITUTIONS FOR COOPERATIVE PROGRAM DELIVERY, PROFESSIONAL DEVELOPMENT FOR INSTRUCTORS, & BRIDGE PROGRAMS TO RELEVANT 4-YEAR DEGREES. OTC REQUESTS $10 MIL FROM THE STATE FOR CONSTRUCTION OF THE $28.25 MIL COST. $4.75 MIL HAS BEEN RECEIVED FROM ROUND 1 OF MOEXCELS. COLLEGE RESOURCES, GRANTS & PRIVATE GIVING WILL FUND THE REMAINING $18.5 MIL.	$28,250,000

Ozark Technical Community College - Republic Site Development - Priority #2 - SITE DEVELOPMENT OF A 7.692 ACRE TRACT OF LAND WILL REPRESENT THE INITIAL PHASE OF A FUTURE OTC EDUCATION CENTER LOCATED ON HIGHWAY 60 ON THE WEST SIDE OF REPUBLIC, MISSOURI. THE SITE WAS DONATED TO OTC IN DECEMBER 2014. THIS INITIAL PHASE WILL INCORPORATE VARIOUS ASPECTS OF SITE DEVELOPMENT TO INCLUDE, BUT NOT LIMITED TO: SURVEYS, GRADING, CORE TESTING, CIVIL ENGINEERING, SITE ANALYSIS, CONDUIT FOR ELECTRICAL OUTLAY, SECURITY TECHNOLOGY, CURB AND GUTTER INFRASTRUCTURE, ASPHALT, AND LANDSCAPING. THE 7.692 ACRES OF LAND FOR THE PROPOSED SITE IS APPRAISED AT A FAIR MARKET VALUE OF $1,000,000. AN ESTIMATED COST FOR SITE DEVELOPMENT (335,064 SQ. FT. AT APPROXIMATELY $2.985 PER SQ. FT.) IS $1,000,000. THIS PROJECT WILL BE SUBMITTED AS AN APPLICATION FOR MATCHING FUNDS FROM THE HIGHER EDUCATION CAPITAL FUND. OTC'S MATCH IS THE $1,000,000 FAIR MARKET VALUE OF LAND. PROPOSED RENDERINGS ARE ATTACHED TO JUSTIFICATION TAB.	$2,000,000
Ozarks Technical Community College Total	**$30,250,000**

North Central Missouri College -Student Services Building - Priority #2 -	SITE:	
NORTH CENTRAL MISSOURI COLLEGE • PROJECT TITLE: NEW CONSTRUCTION • PROJECT START/COMPLETION DATE: UNKNOWN • ANTICIPATED IN-SERVICE DATE: 24 MONTHS • PROJECT ESTIMATED COST: • CONSTRUCTION COST: $9,000,000.00 ($200 / SQ FT) • SITE DEVELOPMENT: UNKNOWN • TELECOMMUNICATIONS: UNKNOWN • FURNITURE, FIXTURES & EQUIPMENT: UNKNOWN • CONTINGENCIES UNKNOWN • TOTAL PROJECT COST: $9,000,000.00 A NEW STUDENT SERVICES BUILDING WITH APPROXIMATELY 45,000 SQUARE FEET WOULD CONSOLIDATE SEVERAL STUDENT SUPPORTIVE SERVICES IN A CENTRAL LOCATION AND ELIMINATE MULTIPLE, OUTDATED BUILDINGS (BUILDING B, WILLIS ALEXANDER STUDENT CENTER, BOOKSTORE, FREY ADMINISTRATIVE CENTER, AND THE RITZE BUILDING). THIS WOULD SIGNIFICANTLY IMPROVE ENERGY EFFICIENCIES BY ELIMINATING MULTIPLE SITES WITH OLD ELECTRICAL, HVAC, AND PLUMBING SYSTEMS. THESE OLDER BUILDINGS ALSO LACK FIRE ALARM/SPRINKLER SYSTEMS AND MASS NOTIFICATION SYSTEMS, WHICH PRESENT POSSIBLE SECURITY/SAFETY ISSUES. THE STUDENT SERVICES BUILDING WOULD ALSO PROVIDE A STUDENT COMMONS AREA, WHICH IS CURRENTLY NOT PRESENT ON CAMPUS. THE BUILDING WOULD ALSO HOUSE A PRACTICAL/FINE ARTS ART WITH THE ART CLASSES AND THE ART GALLERY BEING MOVED TO THIS LOCATION. THERE WOULD ALSO BE A PERFORMING ARTS AREA ADDED TO THE BUILDING WHICH WOULD ALLOW FOR THE CREATION OF NEW EDUCATIONAL PROGRAMS.		$13,724,400

North Central Missouri College -Main Campus Renovations - Priority #1 - THE MAIN CAMPUS HAS SEVERAL GENERAL RENOVATION/REPAIR PROJECTS THAT ARE IN NEED OF BEING COMPLETED. AREAS INCLUDE: SIDEWALKS, RETAINING WALLS, BUILDING DEMOLITION, ELEVATOR REPLACEMENT, AND HVAC REPLACEMENT. SEVERAL SIDEWALKS AROUND CAMPUS ARE IN NEED OF REPAIR AS CONTROL JOINTS, EXPANSION JOINTS AND BROOM FINISHED CONCRETE SURFACES HAVE DETERIORATED TO THE POINT WHERE THEY HAVE BECOME TRIP HAZARDS. STONE RETAINING WALLS THAT HAVE BEEN IN PLACE FOR MANY YEARS HAVE MOVED FROM THE STRESSES OF THE GROUND THEY ARE RETAINING, CAUSING THEM TO BOW OUTWARD AND IN SOME CASES BREAK. SOME OF THE WALLS ARE DE-LAMINATING DUE TO THE USE OF SOFT STONES. THERE ARE SEVERAL OLD BUILDINGS THAT ARE NO LONGER SAFE FOR USE AS THEY ARE IN DISREPAIR AT THIS TIME AND NEED TO BE DEMOLISHED. REMOVAL OF THESE BUILDINGS IS NECESSARY DUE TO UNSAFE CONDITIONS AND ALSO TO ALLOW FOR FUTURE CAMPUS DEVELOPMENT. THE ELEVATOR IN GEYER HALL IS IN NEED OF REPLACEMENT. THE EXISTING ELEVATOR IS OVER 20 YEARS OLD AND REPLACEMENT PARTS ARE BECOMING MORE DIFFICULT TO LOCATE. THE HVAC SYSTEM IN HOFFMAN HALL NEEDS TO BE REPLACED. THE ORIGINAL BUILDING WAS BUILT IN 1985 AND EXPANDED IN 2001. THE HVAC SYSTEM CONSISTS OF MULTIPLE RESIDENTIAL-TYPE UNITS THAT SERVE MULTIPLE CLASSROOMS AND OFFICE SPACES.	$1,323,449

North Central Missouri College -Barton Campus Addistion - Priority #3 - THE BARTON CAMPUS IS LOCATED ON A 130 ACRE SECTION ONE MILE SOUTH OF THE CITY OF TRENTON. THE LAGER LABORATORY CONTAINS A MULTIPURPOSE ROOM WITH A SMALL KITCHEN SERVICE AREA, A COMPLETE LAB AND CLASSROOM AND A LARGE SECTIONAL CLASSROOM LAB FOR ALTERNATIVE ENERGY AND ELECTRICAL PROGRAMS. THE KUTTLER BUILDING IS A LARGE LIVESTOCK CONTAINMENT FACILITY JUST EAST OF THE LAGER BUILDING. THE METCALF MECHANICAL BUILDING IS JUST NORTH OF THE KUTTLER BUILDING AND HOUSES EQUIPMENT FOR AGRICULTURAL MECHANICS AND MAINTENANCE EQUIPMENT FOR FARM OPERATIONS. THE PROPOSED BUILDING WILL COMPLETE OUR LONG-RANGE PLAN TO ADD TWO SMALL CLASSROOMS, A LARGE MULTI-TIERED MEETING AND DEMONSTRATION AREAS FOR PROJECTS COMPETED BY STUDENTS. A LARGE CONCRETE FLOORED AREA WILL PROVIDE FOR SHOWING ANIMALS AND AN AREA TO PROVIDE MEETING SPACE FOR COMMUNITY GROUPS. THIS BUILDING WILL BE LOCATED ON THE NORTH SIDE OF THE EXISTING PARKING LOT. THIS APPROXIMATELY 15,000 SQUARE FOOT BUILDING WILL BE METAL SIDING WITH A COMPLETE FINISH IN THE DEMONSTRATION AREA AND TWO CLASSROOMS. CLASSROOMS WILL BE EQUIPPED WITH "SMART CLASSROOM" TECHNICAL LEARNING CENTERS AND BENCH TABLES MATCHING EXISTING FURNITURE. THE INTERNAL DEMONSTRATION AREA WILL HAVE LARGE GLASSED AREAS AND THE TIER SEATING CONTAINING THEATER STYLE UNITS WITH SWING WRITING TOPS.	$3,500,000
North Central Missouri College Total	**$18,547,849**
St. Charles Community College -STEM Building - Priority #2 - THE SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) BUILDING WILL ALLOW FOR EXPANSION OF THESE PROGRAMS INTO A MODERN, MULTI-STORY BUILDING WITH STATE-OF-THE-ART CLASSROOMS, LABORATORIES AND TECHNOLOGY. THE BUILDING, TO BE LOCATED ON THE ST. CHARLES COMMUNITY COLLEGE (SCC) MAIN CAMPUS, WOULD BE APPROXIMATELY 77,000 SQUARE FEET EQUIPPED AND FURNISHED FOR CLASSROOMS, LABORATORIES AND FACULTY OFFICES. BUILDING DESIGN AND MATERIALS WOULD INCLUDE RECYCLED MATERIALS AND ENERGY EFFICIENCY MEASURES TO DEMONSTRATE THE COLLEGE'S ONGOING COMMITMENT TO ENVIRONMENTAL SUSTAINABILITY. WE ANTICIPATE DESIGN ELEMENTS WILL FOLLOW LEED PRINCIPLES.	$35,765,500

St. Charles Community College -Workforce Dev Center - Priority #1 - THE WORKFORCE DEVELOPMENT CENTER IS ST. CHARLES COMMUNITY COLLEGE'S TOP PRIORITY. THE CENTER WOULD BE APPROXIMATELY 20,000 SQUARE FEET OF INDUSTRIAL SPACE THAT WOULD BE USED FOR MANY TYPES OF WORKFORCE TRAINING. THE CENTER WOULD BE MULTI-PURPOSE IN DESIGN IN ORDER TO ADAPT TO THE CHANGING WORKFORCE NEEDS IN THE ST. CHARLES COMMUNITY COLLEGE SERVICE AREA (SERVING THE COUNTIES OF ST. CHARLES, LINCOLN, PIKE, MONTGOMERY, CALLAWAY AND PART OF WARREN). THE CENTER WOULD ACCOMMODATE TRAINING IN WELDING, MANUFACTURING, ROBOTICS, LOGISTICS, INFORMATION TECHNOLOGY AND OTHER HIGH-DEMAND SKILL AREAS.	$5,000,000
St. Charles Community College Total	**$40,765,500**

The Budget and Financial Aid Committee of the Coordinating Board for Higher Education was called to order at 12:18 p.m. on Tuesday, June 4, 2019, in the University Center at Southeast Missouri State University in Cape Girardeau, Missouri. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, and Shawn Saale were present. No members were absent.

Leroy Wade, Assistant Commissioner for Financial Aid and Proprietary School Certification, provided an overview of the work of the committee and its purpose.

Approval of March 5, 2019 Budget & Financial Aid Committee Meeting Minutes

Mr. Cornelison moved to approve the minutes of the March 5, 2019, Budget & Student Financial Aid Committee meeting. Mr. Kennedy seconded. Motion carried unanimously.

Per-Student Funding

Dennis Jones with NCHEMS presented a report on per-student funding to the CBHE and the Presidential Advisory Committee. This presentation concluded at 4:18 p.m.

General Discussion

Jeff Barlow, Assistant Commissioner for Fiscal Affairs, presented a report on FY 2021 budget request instructions.

No action was taken. The meeting was adjourned at 1:29 p.m.

Tab 23
True Up Funding Adjustment Update

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

Missouri does not have a formula for the allocation of state funds to public colleges and universities. Instead appropriators have used a base-plus or -minus model in which the same percent increase or decrease is applied to all institutions without sensitivity to enrollment or programmatic cost factors. The Missouri Community College Association (MCCA) and the Council on Public Higher Education (COPHE) have formulas intended to provide adjustments to reflect differences in per-student funding amounts.

The department's 2019 Blueprint Implementation Plan committed to developing a new model for seeking institutions' funding requests. Staff, working with a review team of stakeholders, have worked with the National Center for Higher Education Management Systems (NCHEMS) to determine whether any changes should be made to the existing per-student funding models. The review team has helped review models for True Up Funding (previously referred to as equity funding or per-student funding adjustments). This effort was intended to help guide the CBHE in making budgetary recommendations for the FY 2021 budget.

June 2019 board items (Tab 29, Per-Student Funding Adjustment Update and Attachments A and B) provide additional background as well as the initial timeline for stakeholder engagement and review team meetings that occurred over the summer. Attachment B from the June meeting is the report from NCHEMS.

CURRENT STATUS

Since the update provided to the CBHE at its retreat in July 2019, community college presidents approved a new consensus model for their sector. This model was discussed by the Review Team on July 30, 2019. Several members of the review team felt the new model expanded the guiding principles that were the foundation of this review. Attachment B of Tab 21 provides the output of this model on an institutional basis. Funding this model is the community colleges' top legislative priority.

Public universities were unable to reach consensus on a model for their sector. MDHEWD staff suggested a compromise based on the average of the two weighted models that have been considered (combining NCHEMS and Delaware weights). The results of this model are also included in Tab 21, Attachment B. However, there are still significant concerns among the public institutions regarding all models considered. Concerns range from how the models take into consideration an institution's mission to core questions about the validity of the weights.

The model for State Technical College of Missouri is a hybrid of the 2 and 4 year sectors averaged together. That recommendation is also listed in Tab 21, Attachment B.
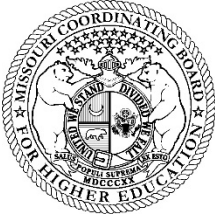
NEXT STEPS

Given the lack of a consensus, the department would like to take some time to review the various models and core principles of this effort with legislative leaders and the Governor's staff before finalizing a recommendation at this time. As a result, no True Up funding model will be recommended for inclusion in the October version of the budget book. MDHEWD staff will continue to work toward a model that can be used to recommend funding.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS

BACKGROUND

The MDHE collects information annually summarizing base tuition and fees from public institutions. These data provide important consumer information and assist with the administration of the Higher Education Student Funding Act (HESFA). This item summarizes information collected for the 2019-2020 academic year.

SUMMARY

The Higher Education Student Funding Act regulates tuition and fee increases at the public universities and State Technical College. Historically, covered institutions must limit increases to base tuition and fees for resident undergraduates to the rate of inflation of the consumer price index, excepting student-approved fees, without a waiver from the Commissioner of Higher Education. Community colleges are exempt from the provisions of HESFA so long as their resident tuition and fees do not exceed the state average of the public universities and State Technical College. That provision has never been triggered.

In 2018, the General Assembly passed, and the Governor signed legislation allowing institutions covered by HESFA to increase base tuition and fees for resident undergraduates at a rate exceeding inflation in years following a decline in state operating support disbursed to the institutions. This rate could not exceed an additional five percentage points over CPI. MDHE staff worked extensively with the institutions to develop a formula for determining allowable increases under the new law. MDHE staff also determined that state operating support, as defined in the statute, had decreased from FY 2017 to 2018, so the additional increases would be permitted from academic year 2018-2019 to 2019-2020. By rule, MDHE staff are to notify the institutions of average tuition as calculated for HESFA by December 1, and of the rate of inflation for the past year in the Consumer Price Index by January 31. CPI for the past year (December to December) is provided by the U.S Bureau of Labor Statistics, and will be used to calculate the following year's allowable increase.

MDHE staff will continue to review and resolve any questions with the institutions regarding reported base tuition and fees, but provisionally, the state average for institutions covered by HESFA has increased 4.3 percent from AY 2018-2019 to 2019-2020. This exceeds the increase in CPI from December 2017 to December 2019 (1.9 percent), but is within the bounds of the revised statute. No institutions required a waiver or triggered penalty provisions. Provisionally, average base resident tuition and fees at the community colleges and Missouri State University–West Plains increased by 5.9 percent. Detailed information on base tuition and fees charged to students (net of any general waivers) will be published at https://dhe.mo.gov/data/tuitionandfees.php.

Nationally, comparative data on base resident undergraduate tuition and fees for the current academic year is being collected currently by U.S. Department of Education, and will not be available until late 2019 or early 2020. For the period 2013-14 through 2018-19, however, Missouri's average for public universities increased by 6.7 percent. This was tenth lowest in the U.S. and less than the U.S. average of 9.3 percent. For 2013-14 through 2018-19 at community and technical colleges, Missouri's average increased by 16.9 percent. This was twentieth lowest in the U.S. and less than the U.S. average of 17.1 percent.

RECOMMENDATIONS

This is an information item only.

NO ATTACHMENTS

Tab 25
Final Report on FY 2020 Higher Education Budget

	FY 2020 Core (TAFP)	Statutory Reserve[1]	FY 2020 Budgeted Authority
Coordination Administration	$2,391,368	($71,741)	$2,319,627
Grant/Scholarships Administration	$402,898	($12,087)	$390,811
Quality Improvement Revolving Fund	$75,000		$75,000
Out-of-State Program Fund	$56,786		$56,786
MO Excels	$18,915,975	($567,481)	$18,348,494
Mileage Reimbursement	$21,843	($24)	$21,819
Proprietary School Administration	$315,042		$315,042
Proprietary Bond Fund	$400,000		$400,000
Midwest Higher Education Compact	$115,000		$115,000
Federal Grants/Donations	$1,000,000		$1,000,000
Other Grants/Donations	$1,000,000		$1,000,000
Academic Scholarship (Bright Flight)[4]	$25,676,666		$25,676,666
Access Missouri Financial Assistance[4]	$79,460,000		$79,460,000
A+ Schools Program[4]	$43,500,000		$43,500,000
Fast Track Scholarship[4]	$10,000,000		$10,000,000
Marguerite Ross Barnett Scholarship Program	$500,000		$500,000
Veterans Survivor Grant	$315,000	($9,450)	$305,550
Advanced Placement Grants[4]	$100,000		$100,000
Public Service Survivor Grant[4]	$153,000	($4,590)	$148,410
Kids' Chance Scholarship Program	$15,000		$15,000
Minority Environmental Literacy Program	$32,964	($989)	$31,975
Loan Administration[6]	$3,737,584		$3,737,584
Federal Loan Compliance[4]	$8,500,000		$8,500,000
Loan Collections[4]	$15,000,000		$15,000,000
Purchase Loans[4]	$120,000,000		$120,000,000
Loan Program Tax Refund Offset	$750,000		$750,000
Transfer to State Legal Expense Fund[2]	$1		$1
Administrative	$227,060		$227,060
MERIC	$1,180,075		$1,180,075
Marketing	$53,246		$53,246
Workforce Development	$19,180,755		$19,180,755
Workforce Autism	$200,000	($6,000)	$194,000
MERIC	$272,639		$272,639
Certified Work Rready Community	$100,000	($3,000)	$97,000
STL Pre-Appenticeship	$300,000		$300,000
KC Pre-Appenticeship	$100,000		$100,000
Labor Exchange Services	$2,000,000		$2,000,000
Job Training	$66,750,000		$66,750,000
TAA & JTPA Programs	$8,000,000		$8,000,000
Mission St. Louis	$600,000		$600,000
Launch Code	$500,000	($15,000)	$485,000
Pre-Apprenticeship	$100,000	($3,000)	$97,000
Pre-Apprenticeship KC	$250,000		$250,000
State Technical College Deferred Maintenance	$500,000	($15,000)	$485,000
MO S&T Project Lead the Way	$250,000	($7,500)	$242,500
MSSU Stem Expansion	$1,800,000	($54,000)	$1,746,000
Crowder Nursing Expansion	$332,500	($9,975)	$322,525
Community Colleges Appropriation	$143,570,515	($4,307,114)	$139,263,401
Community College Tax Refund Offset	$2,856,000		$2,856,000
State Technical College of Missouri[3]	$6,060,371	($180,912)	$5,879,459
University of Central Missouri (UCM)[3]	$55,538,357	($1,660,151)	$53,878,206
Southeast Missouri State University (SEMO)[3]	$46,079,469	($1,376,384)	$44,703,085
Missouri State University (MSU)[3]	$94,351,060	($2,820,032)	$91,531,028
Lincoln University[3]	$17,779,873	($527,396)	$17,252,477
Lincoln University Land Grant Match	$3,890,320	($116,710)	$3,773,610
Truman State University[3]	$41,860,322	($1,249,810)	$40,610,512
Northwest Missouri State University (NWMSU)[3]	$31,386,117	($935,583)	$30,450,534
Missouri Southern State University (MSSU)[3]	$24,231,242	($720,937)	$23,510,305
Missouri Western State University (MWSU)[3]	$22,521,755	($667,403)	$21,854,352
Harris-Stowe State University (HSSU)[3]	$10,661,260	($313,837)	$10,347,423
University of Missouri System (UM)[3]	$417,636,876	($12,487,106)	$405,149,770
UM Water Works	$275,000	($8,250)	$266,750
UMC Nuclear Medicine	$10,000,000	($300,000)	$9,700,000
UMSL Biotech	$550,000	($16,500)	$533,500
Telehealth	$1,937,640	($58,129)	$1,879,511
Spinal Cord Injury	$1,500,000		$1,500,000
Kidney Program	$1,750,000	($52,500)	$1,697,500
State Historical Society	$3,563,170	($106,895)	$3,456,275
Seminary Invest	$3,000,000	$0	$3,000,000
Seminary Interest	$275,000	$0	$275,000
TOTALS	**$1,376,404,749**	**($28,685,486)**	**$1,347,719,263**

Notes:
[1] Equals to 3% Governor's Reserve
[2] Fund to pay Claims, premiums, and expenses on behalf of the colleges and universities.
[3] Amount includes Debt Offset for Institutions.
[4] Reflect Spending Authority in Loan Claims and Student Financial Assistance
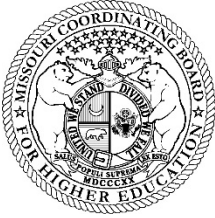
The Audit Committee of the Coordinating Board for Higher Education was called to order at 9:06 a.m. on Tuesday, June 4, 2019, in the University Center at Southeast Missouri State University in Cape Girardeau, Missouri. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler and Shawn Saale were present. No members were absent.

Review Minutes of the March 5, 2019, Audit Committee Meeting

Mr. Cornelison moved to approve the minutes of the March 5, 2019, Audit Committee Meeting. Mr. Thomson seconded. Motion carried unanimously.

Kristin Stokely, General Counsel, advised the committee of an upcoming U.S. Department of Education On-Site Information Security Review, which was scheduled for September 2019.

No action was taken, and the meeting was adjourned at 9:13 a.m.

Tab 27
Overview of Recent Audit Reports

Coordinating Board for Higher Education
September 11, 2019

BACKGROUND

MDHE undergoes routine annual audits by the following entities:

1) State Auditor's Office (SAO) – The SAO determines which state funds have the most significant amount of activity and tests transactions from those funds during its audit of the statewide financial statements. Both the loan program and the state financial aid funds typically have activity at a level that the SAO considers significant and those funds are included in test work for the comprehensive annual financial report (CAFR).

2) United States Department of Education (USDE) – The USDE performs on-site reviews of the Missouri Student Loan Program (MSLP) information security controls, as well as requires the department to submit self-assessments of information security controls each year.

3) RubinBrown – Through a contract awarded by the Office of Administration, RubinBrown audits the MSLP's annual comparative financial statements. An independent audit is required by the USDE of all guaranty agencies; the department must submit a copy of its audited financial statements to the USDE each year.

CURRENT STATUS

MDHE continues to work with the Office of Administration-Information Technology Services (OA-ITSD) to resolve the remaining audit findings in the current-year USDE Information Security Controls audit report. After much back-and-forth, FSA and their contractor, Blue Canopy, provided MDHE with a list of information that MDHE and OA-ITSD could bring to their offices in Washington, DC, August 21-23, 2019. MDHE and OA-ITSD went to Washington, DC and provided the information. FSA provided its revised draft audit report to MDHE on August 28, 2019 decreasing the number of findings to 23. MDHE's response is due Friday, September 6, 2019.

USDE conducted its Program Review of MDHE's Student Loan Program loan servicer, Ascendium Education, on-site at Ascendium, July 16-19, 2019. During the exit conference there were no findings identified. The only potential issue was how Ascendium calculates interest on payments made on defaulted student loans. The issue involves the interest rate charged on the date of the payment. USDE says it is not a finding, but an issue they are reviewing across guaranty agencies.

The State Auditor's Office conducted its entrance conference with the MDHE for its fiscal year 2019 Statewide Financial Statements Office. MDHE will work with the State Auditor's Office to provide all needed information.

RubinBrown will do its on-site interim field work beginning September 9, 2019. They will be on-site for three days.

NEXT STEPS

MDHE will provide the CBHE with an update on the status of the 23 remaining Findings related to the USDE's Information Security Audit at the next public meeting.

MDHE will provide the CBHE with a copy of both the USDE's Information Security Audit and Student Loan Program audit of Ascendium when available.
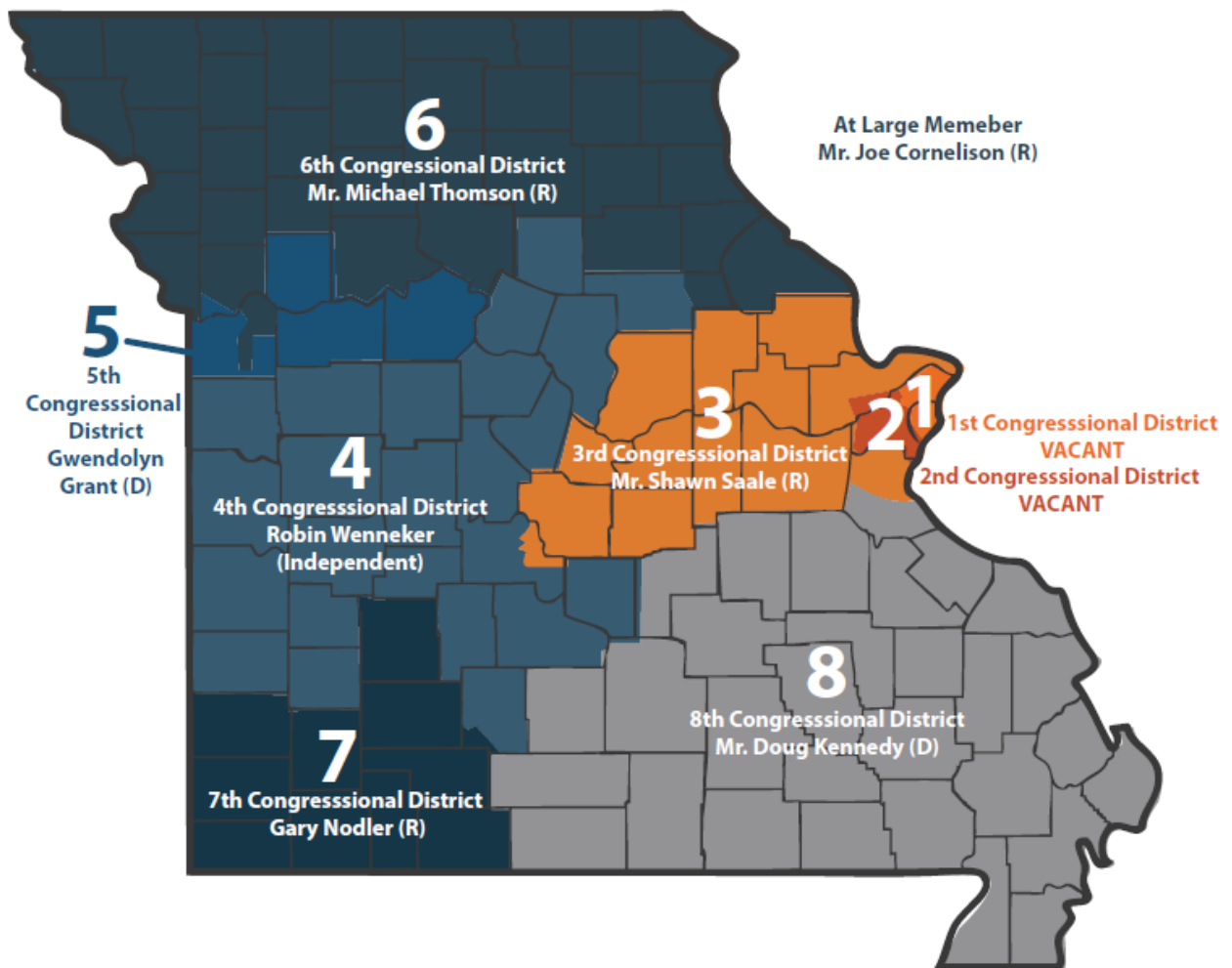
MDHE will work with both the State Auditor's Office and RubinBrown while they conduct their audits and provide an update on both at the next public meeting.

RECOMMENDATION
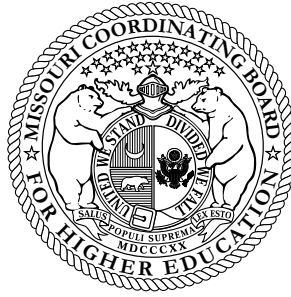
This is an information item only.

Coordinating Board for Higher Education
Members by Congressional District

At Large Memeber
Mr. Joe Cornelison (R)

6
6th Congressional District
Mr. Michael Thomson (R)

5
5th
Congresssional
District
Gwendolyn
Grant (D)

4
4th Congresssional District
Robin Wenneker
(Independent)

3
3rd Congresssional District
Mr. Shawn Saale (R)

2 **1**
1st Congresssional District
VACANT
2nd Congresssional District
VACANT

8
8th Congresssional District
Mr. Doug Kennedy (D)

7
7th Congresssional District
Gary Nodler (R)

Updated August 13, 2019

Coordinating Board for Higher Education Members by Congressional District

Term expirations for Coordinating Board for Higher Education Members:

1st District: VACANT
2nd District: VACANT
3rd District: Mr. Shawn Saale - 8/23/2017 to 6/27/2018
4th District: Ms. Robin Wenneker - 8/12/2019 to 6/27/2020
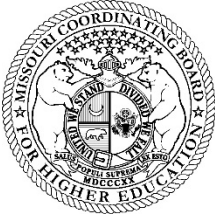
5th District: Ms. Gwendolyn Grant - 8/29/2018 to
6th District: Mr. Michael Thomson - 5/5/2016 to 6/27/2016
7th District: Mr. Gary Nodler - 8/29/2018 to
8th District: Mr. Douglas Kennedy - 11/5/2015 to 6/27/2020

At Large Member: Mr. Joe Cornelison - 12/13/2017 to 6/27/2020

District	Description of boundary	Population
1	St. Louis County (part of), St. Louis City	736,055
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	767,531
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles (part of), Miller, Camden (part of)	774,899
4	Counties of Audrain (part of), Randolph, Boone, Howard, Moniteau, Cooper, Morgan, Camden (part of), Hickory, Benton, Pettis, Johnson, Henry, St. Clair, Cedar, Dade, Barton, Vernon, Bates, Cass, Dallas, Laclede, Pulaski, Webster (part of)	762,763
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	757,920
6	Counties of Lincoln (part of), Audrain (part of), Ralls, Marion, Shelby, Lewis, Monroe, Knox, Clark, Scotland, Schuyler, Adair, Macon, Chariton, Linn, Sullivan, Putnam, Mercer, Grundy, Livingston, Carroll, Caldwell, Daviess, Harrison, Worth, Gentry, DeKalb, Clinton, Clay (part of), Jackson (part of), Platte, Buchanan, Andrew, Nodaway, Holt, Atchison	765,667
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	770,073
8	Counties of Ozark, Douglas, Wright, Texas, Howell, Oregon, Shannon, Dent, Phelps, Crawford, Washington, Jefferson (part of), Iron, Reynolds, Carter, Ripley, Butler, Wayne, Madison, St. Francois, Ste. Genevieve, Perry, Bollinger, Cape Girardeau, Scott, Stoddard, Mississippi, New Madrid, Pemiscot, Dunklin	748,764

BACKGROUND

Article V of the CBHE bylaws provides that the chair of the board shall appoint the members of each committee and shall name the chair of each committee promptly after the regular meeting immediately prior to December 31 of each year. The chair of the committee shall serve for a period of one year and until his/her successor is appointed and qualified.

CURRENT STATUS

	Previous	**Current**
Audit	Joe Cornelison (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Mike Thomson	Joe Cornelison (**chair**) Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Mike Thomson Robin Wenneker
Budget & Financial Aid	Mike Thompson (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Mike Thomson	Mike Thompson (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Robin Wenneker
Academic Affairs & Workforce Needs	Gwen Grant (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Mike Thomson	Gwen Grant (**chair**) Joe Cornelison Doug Kennedy Gary Nodler Shawn Saale Mike Thomson Robin Wenneker
Strategic Planning & External Affairs	Shawn Saale (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Mike Thomson	Shawn Saale (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Mike Thomson Robin Wenneker

ORGANIZATIONAL INFORMATION: DEPARTMENT DUTIES

The Coordinating Board for Higher Education (CBHE) and its administrative arm, the Missouri Department of Higher Education (MDHE), have a varied portfolio of duties. The following provides a high-level summary of those duties.

Planning is one of the MDHE's core functions. The department is responsible for developing and overseeing implementation of a coordinated plan for higher education for the state and its subregions (§ 173.020(4)), identifying the state's higher education and workforce needs (§ 173.020(2)), and delineating each institution's areas of competence (§ 173.005.2(10)). The department reviews each public college's and university's mission periodically (§ 173.030(8)) and has authority to approve applications from institutions seeking to establish a statewide mission (§ 173.030(9)). The department collects data to use in its decision-making processes and makes those data available in the Statistical Summary of Missouri Higher Education published on the MDHE website.

Academic program approval and review are closely linked to the department's planning function. The department reviews new degree program proposals offered by public colleges and universities (§ 173.005.2(1)) and has authority to make recommendations to institutions' governing boards regarding the development, consolidation, or elimination of programs, degree offerings, and facilities (§ 173.030(2)).

The department is also tasked with fostering **institutional relationships** that serve the state's higher education needs. Specific responsibilities in this area include encouraging the development of cooperative agreements for the offering of graduate degrees, as well as developing arrangements for more effective and economical specialization among institutions, and for more effective coordination and mutual support among institutions in the use of facilities, faculty, and other resources (§ 173.020(3)).

The department coordinates public colleges' and universities' core operating and capital projects **budget requests** by establishing guidelines for public universities' requests (§ 173.005.2(4)), approving a community college funding model (§ 163.191.3), and submitting a unified budget request for community colleges (§ 163.191.2). Requests for

operating appropriations are made based on the performance funding model the department adopted in 2008 (§ 173.1006.1).

The department also develops budget requests for and oversees the state's **student financial aid** programs, the largest of which are Access Missouri (§ 173.1103.1); the Higher Education Academic Scholarship Program, commonly referred to as "Bright Flight" (§ 173.250.3); and the A+ Scholarship Program (assigned to the department by Executive Order 10-16).

Also in the affordability category, the department administers the Higher Education Student Funding Act, commonly referred to as SB 389, which provides that a public university that increases tuition and some fees more than the rate of inflation plus an amount (no more than 5%) that would produce an increase in net tuition revenue no greater than the amount by which state operating support was reduced in the previous fiscal year will be subject to a fine of up to 5% of the institution's state operating support (§ 173.1003.5). The law also includes a provision that allow institutions ask the commissioner of higher education for a waiver of all or part of the fine (§ 173.1003.5).

Proprietary school certification is another of the department's important responsibilities. The department licenses and oversees *for-profit* proprietary schools like the University of Phoenix and some *not-for-profit* proprietary schools like Victory Trade School, a religiously affiliated institution in Springfield with a mission of preparing homeless individuals for work in the culinary arts (§§ 173.612.2 & 173.616.1).

Finally, the department offers resources that help students **plan for** and **complete** postsecondary programs. The MDHE's Journey to College programs support high school students as they apply for college admission and financial aid, and celebrate students' choices about attending college and participating in military service.

The department has a long history of working with colleges and universities to develop guidelines that promote **transfer** between institutions; a statewide library of core courses that transfer from one institution to another; and a policy fostering "reverse transfer," which allows a student who transfers from a community college before earning enough credits to receive an associate degree to be awarded an associate degree when he or she earns the remaining needed credits at the university to which they have transferred (§ 173.005.2(9)).

Senate Bill 997, a higher education omnibus bill that became law on August 28, 2016, gives the department significant additional responsibilities, many of which strengthen the department's role in promoting transfer. The department is tasked with working with an advisory committee – the majority of which must be faculty members – to develop a core curriculum that is guaranteed to transfer to another institution and a common course numbering equivalency matrix (§ 178.780.2(10)). These provisions essentially make mandatory practices that have been voluntary in the past. The new law also requires the department to evaluate and maintain data on each institution's transfer practices (§ 178.788.1) and to resolve disputes about transfer (§ 178.788.2).

Senate Bill 997 requires the department to develop programs designed to promote **on-time completion**, including "15 to Finish" (§ 173.2510) and guided pathways (§ 173.2515); to establish a pilot program for "concurrent enrollment," which allows community college students to enroll in a public university, take select university classes, and use the university's facilities (§ 173.2520); and to create a website that provides information about academic programs available at each institution, financial aid, and transfer of course credit (§ 173.035).

In addition, the new law establishes a dual credit scholarship for high school students who meet certain academic

standards and demonstrate financial need. The MDHE has indicated that it will cost approximately $4.5 million to launch the scholarship program. That information is included in the department's high-priority budget recommendation, which accompanies the department's actual budget request and is intended to provide information about important funding needs that do not fit within the parameters of the Office of Administration's budget instructions.

The department has served as the **state-designated student loan guaranty agency** in the Federal Family Education Loan Program (FFELP) since 1979, making it possible for generations of students, regardless of personal resources, to receive loans because of protection against defaults.

As a FFELP guaranty agency, the MDHE receives servicing fees from the U.S. Department of Education (USDE) and retains a portion of defaulted student loan collections. These revenues are used to fund loan administration functions and other financial aid-related activities. In addition, the MDHE purchases defaulted student loans from lending institutions and is reimbursed for loan purchases by USDE (20 U.S.C. §1072a).

As Missouri's guaranty agency, the MDHE helps students and families pay for a college education by:

- Providing information on postsecondary opportunities and financial aid directly to students and families (20 U.S.C. § 1072b);
- Creating financial literacy materials and programs for students, families, and schools to help them better manage finances (§ 165.275); and
- Helping borrowers resolve problems repaying their loans and restore their credit if they default (20 U.S.C. § 1072b).

CURRENT STATUTORY FUNCTIONS

The previous summary does not include all of the department's current statutory functions. Those functions are listed below. Many of the items listed here are referred to in the summary above.

Fiscal

- Establish guidelines for appropriation requests by public four-year institutions (§173.005.2(4))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.3)
- Submit an aggregated community college budget request (§ 163.191.2)
- Oversee implementation of the Higher Education Student Funding Act (commonly referred to as Senate Bill 389), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges' and universities' appropriation requests where prior need has been established in areas designated by the CBHE (§ 173.030(4))

Planning

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and economical specialization among institutions in types of education programs offered and students served, and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(10))
- Establish state- and institution-specific performance measures (§ 173.1006.1)
- Conduct institutional mission reviews every five years (§ 173.030(8))
- Review and approve applications from institutions for statewide missions (§ 173.030(9))
- Issue annual report to the governor and general assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.3)

Academic Programs

- Approve proposed new degree programs to be offered by the state institutions of higher education (§ 173.005.2(1))
- Approve degree programs offered by out-of-state institutions, in a manner similar to Missouri public higher education institutions (§ 173.005.2(14)(b))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.8)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(9))
- Approve dual credit programs offered by postsecondary institutions to high school students (§ 173.2500).
- Develop policies that promote on-time completion of degree programs (§ 173.2510)
- Develop a "guided pathways to success" pilot program designed to provide students with clear pathways to degree completion (§ 173.2515)
- Establish a concurrent enrollment pilot program to coordinate students' simultaneous enrollment at four- and two-year institutions (§ 173.2520)
- Determine to what extent courses of instruction in the Constitution of the U.S., and of the state of Missouri, and in American History should be required by colleges and universities (§ 170.011.1)
- Administer the Studies in Energy Conservation Fund in collaboration with the Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004.1)
- Coordinate with Department of Economic Development to jointly provide specified career and salary information for each credential offered by a public institution of higher education (§ 173.1004.2)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355.3)
- Establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state (§ 173.005.2(9))
- Develop a recommended lower division core curriculum of 42 credit hours, which shall be transferable among all public institutions; develop criteria to evaluate public institutions' transfer practices; and administer a transfer dispute resolution process (§§ 178.780(10) & 178.785-789)

- Require all public two- and four-year higher education institutions to create a statewide core transfer library of at least 25 lower division courses across all institutions that are transferable among all public higher education institutions (§ 173.005.2(9))
- Develop a policy to foster reverse transfer for any student who has accumulated enough hours by meeting specific statutory requirements to be awarded an associate degree (§ 173.005.2(9))
- Require all public two- and four-year higher education institutions to replicate best practices in remediation (§ 173.005.2(7))
- Require all public institutions to award educational credit for courses that are equivalent in content and experience to a student's prior military training or service (§ 173.1158)

Institutional Relationships
- Promote and encourage the development of cooperative agreements between Missouri public four-year institutions of higher education which do not offer graduate degrees and Missouri public four-year institutions of higher education which do offer graduate degrees for the purpose of offering graduate degree programs on campuses of those public four-year institutions of higher education which do not otherwise offer graduate degrees (§ 173.005.2(3))
- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Enter and administer interstate reciprocal agreements for delivery of postsecondary distance education, including approval of applications to participate and development of consumer protection and complaint policies (§ 173.030(6))
- Approve new state-supported senior colleges or residence centers (§ 173.005.2(5))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(6))
- Establish guidelines to help institutions with decisions relating to residence status of students (§ 173.005.2(8))
- Conduct binding dispute resolution for disputes between public institutions that involve jurisdictional boundaries, or the use or expenditure or any state resources (§ 173.125)
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is used to govern all public institutions of higher education that did not have a similar measure in place (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)
- Provide an annual report to the Department of Elementary and Secondary Education on the performance of graduates of public high schools in the state during the students' initial year in the public colleges and universities of the state (§ 173.750.1)
- Prepare and circulate instructions and recommendations for implementing eye safety in college and university laboratories (§ 170.009)
- Exercise oversight of State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770.1)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise community colleges (§ 178.780), including:
  o Establishing their role in the state
  o Setting up surveys to be used for local jurisdictions when determining need and potential for a community college
  o Administering the state financial support program
  o Formulating and putting into effect uniform policies as to budgeting, record keeping and student accounting
  o Establishing uniform minimum entrance requirements and uniform curricular offerings
  o Make a continuing study of community college education in the state
  o Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules
  o Establishing a core curriculum that is guaranteed to transfer to another institution and a common course numbering equivalency matrix

Note: Section 173.005.7 transfers to the CBHE the duties of the State Board of Education relating to community college state aid, supervision and formation specified in Chapters 163 and 178, RSMo.

Financial Aid[1]
- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship Program (Executive Order 10-16, January 29, 2010)
- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty (§§ 173.260.2 & 173.260.4)

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[1] Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for students who are employed 20 hours or more per week while attending school part time (§ 173.262.3)

- *Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)*

- Administer the Minority Teaching Scholarship Program (§ 161.415)

- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)

- Administer the Dual Credit Scholarship for students from low-income families enrolling dual credit courses (§ 173.2505)

- Administer the Advantage Missouri Trust Fund, which provided loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state (§§ 173.775.2 & 173.781)

- Make provisions for institutions to award tuition and fee waivers to certain students who have been in foster care or other residential care under the Department of Social Services (§ 173.270.1)

- May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)

- Develop, maintain, and operate a website with, at minimum, information on Missouri postsecondary institutions' academic programs, financial aid, and course transferability (§ 173.035)

- Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

- Promulgate rules to ensure individuals serving in the Missouri National Guard, Armed Forces Reserves, and those in the process of separating from the U.S. military may readily obtain in-state residency status for purposes of tuition and admission (§§ 173.1150 & 173.1153)

State Guaranty Agency under the Federal Family Education Loan Program[2]

- Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-4), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682). Responsibilities include:
  - Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
  - Processing applications
  - Loan disbursement
  - Enrollment and repayment status management
  - Default awareness activities
  - Collecting on defaulted borrowers

  - School and lender training
  - Financial literacy activities
  - Providing information to students and families on college planning, career preparation, and paying for college
  - Administering claims
  - Compliance

- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)

- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)

- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

Proprietary Schools

- License and oversee all for-profit Missouri certificate or degree granting schools (§ 173.612.2)

- License and oversee some not-for-profit Missouri certificate or degree granting schools (§§ 173.612.2 & 173.616.1)

- License and oversee out-of-state higher education institutions offering instruction in Missouri (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(14)(b))

- License and oversee certain types of student recruitment by non-Missouri institutions (§ 173.602)

- Require annual recertification, or recertification every two years if certain conditions are met (§ 173.606.1 & 173.606.2)

- Establish appropriate administrative fees to operate the certification program (§ 173.608.2)

Grants for Institutions/Faculty

- Cooperate with the state board of nursing in evaluating grant proposals for the Nurse Education Incentive Program (§ 335.203)

- Apply for, receive and utilize funds which may be available from private nonprofit foundations and from federal sources for research on higher education needs and problems in the state (§ 173.050(2))

- Serve as the official state agency to plan for, define, and recommend policies concerning the allocation of federal funds where such funds, according to provisions of federal legislation, are to be received and allocated through an official state agency (§ 173.050(1))
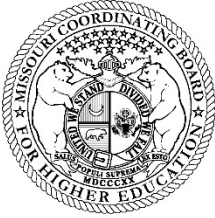
Enforcement

- Compliance with requests from the coordinating board is a prerequisite to the receipt of any funds which the coordinating board is responsible for administering (§ 173.005.2(11))

- Institutions that willfully disregard CBHE policy may be subject to penalties including inability to receive students who participate in student financial aid programs and the withholding of any funds the CBHE is charged with disbursing (§ 173.005.2(12))

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[2] As a result of provisions in the Healthcare and Education Affordability Reconciliation Act, no new FFELP loans were issued after June 30, 2010.

However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

Boards and Commissions

- Missouri State Anatomical Board (§§ 194.120 to 194.180)
- Presidential Advisory Committee (§ 173.005.3)
- Minority Environmental Literacy Advisory Committee (§§ 173.240.7 & 173.240.8)
- Proprietary School Advisory Committee (§ 173.614)

Bylaws of the
Missouri Coordinating Board for Higher Education

Article I: Enabling Authority

These bylaws govern the conduct of the business and affairs of the Missouri Coordinating Board for Higher Education ("Board") pursuant to the responsibilities vested in it by the Missouri Constitution and Revised Statutes.

Article II: Members

The membership of this Board and the terms of office of each member are prescribed in Section 173.005 of the Missouri Revised Statutes. Any member desiring to resign from the Board shall submit such resignation in writing to the Secretary of the Board, who shall provide it to the Executive Committee for action. The Executive Committee shall immediately notify the Director of Boards and Commissions in the Governor's Office of such member's resignation.

Article III: Officers

Section 1. Officers. The officers of the Board shall be: Chair, Vice Chair and Secretary. They shall be elected by the Board from its own membership. These officers shall perform the duties prescribed by the Missouri Revised Statutes, these bylaws and as may be prescribed by the Board.

Section 2. Election - Tenure of Officers. At the regular meeting of the board immediately prior to October 30, a Nominating Committee of three members shall be appointed by the Chair. It shall be the duty of this Committee to nominate candidates for the offices to be filled by election at the regular meeting immediately prior to December 31. Before the election at the regular meeting in December, following the report of the Nominating Committee, additional nominations from the floor shall be permitted. Officers' terms shall begin at the close of the regular December meeting, and officers shall serve for a period of one year and until their successors are elected and qualified.

No member shall hold more than one office at a time. No member shall be eligible to serve more than two consecutive terms in the same office, unless a member makes a motion that another member be permitted to serve more than two consecutive terms in the same office and the motion is approved by at least a two-thirds vote. No member shall be permitted to serve more than four consecutive terms in the same office under any circumstances.

Section 3. Duties of Officers.

Chair. The Chair of the Board shall preside at all meetings of the Board and shall be the spokesperson for the Board and shall perform such duties as may be prescribed by the Missouri Revised Statutes and by the Board. The Chair shall appoint the members of any committee established pursuant to these bylaws and shall name the Chair of each such committee.

Vice Chair. In the event of the absence of the Chair, the Vice Chair shall serve as Chair of the Board and perform all the duties of the Chair. The Vice Chair shall perform such other duties as prescribed by the Missouri Revised Statutes and by the Board.

Secretary. The Secretary of the Board shall take minutes of any executive session of the board and shall perform other duties as prescribed the Missouri Revised Statutes and by the Board.

Article IV: Meetings

Section 1. Meetings of the Board may be held at any place or places within the State of Missouri. The Board shall hold no less than four (4) regular meetings during each calendar year. Special or additional meetings may be called

by the Chair or upon call of at least five (5) members of the Board. The purpose of the meeting shall be stated in the call.

Section 2. Meeting Agenda. The agenda and order of items on the agenda for all meetings of the Board shall be established by the commissioner of higher education as the Board's chief administrative officer with the concurrence of the Board Chair. The committees of the Board, with the assistance and advice of the department employee supporting the respective committee, may recommend items for the agenda. Any Board member also may recommend items for the agenda. The agenda shall be developed and notice thereof made public in compliance with the applicable laws of the State of Missouri and any current or future policy or procedures adopted by the Board.

Section 3. Notice of Meeting. The notice of meeting and agenda shall be in accordance with the Missouri Revised Statutes.

Section 4. Absence at Meetings. If any member of the Board fails to attend any two consecutive regularly called meetings of the Board, or any three regularly called meetings in any calendar year, of which meetings the member shall have had due notice, unless such absences shall be caused by sickness or some accident preventing the member's presence (as defined in Article IV, Section 4.A) at the meetings, the Chair shall bring the matter to the attention of the Director of Boards and Commissions in the Governor's Office. For purposes of this Section, "regularly called meetings" shall include the February, April, June, October, and December Board meetings, as well as the Board's summer retreat.

Section 5. Conduct of Meetings. A majority of the members of the Board shall constitute a quorum. Any act of the majority of the members present at any Board meeting at which a quorum is present shall be the act of the Board. Board members may participate in a meeting by means of conference telephone or similar communication equipment whereby all persons participating in or attending the meeting can communicate with each other, and participation in a meeting in this manner shall constitute presence in person at the meeting for all purposes.

All meetings of the Board and any Committee thereof must comply with the Missouri Revised Statutes on meetings of governmental bodies and maintenance of records by such bodies.

At all Board and Committee meetings, a staff member shall act as Recording Secretary. In the absence of a staff member, the Board or Committee shall designate a member to serve as Recording Secretary. Full and complete minutes shall be kept of each meeting and shall be submitted to Board members for review prior to the succeeding meeting.

Voting on all matters coming before the Board shall be voice vote. Except on those matters for which roll call votes are required by law, in all cases where the vote of the members present is unanimous, it shall be sufficient to indicate unanimity in the minutes of the proceedings. In all cases where the vote of the members present is not unanimous, the "ayes" and "nays" shall be separately entered upon the minutes. In the absence of such expression of dissent or an expression of abstention, a member of the Board who is present at any meeting in which action is taken on any matter shall be presumed to have assented to such actions unless, before the adjournment of the meeting, the member shall affirmatively request that the member's vote of "nay" be separately entered upon the minutes, or the member be recorded as not having voted.

The Board may meet for appropriate purposes in executive session. Any vote taken in executive session shall be deemed and retained confidential, subject to the closed meeting provisions the Missouri Revised Statutes.

Article V: Committees

Section 1. Executive Committee. An Executive Committee shall be established and composed of four Board members: Chair, Vice Chair, and Secretary of the Board and another member of the Board designated by the Chair. Such Executive Committee members shall hold office until their successors have been duly appointed.

The Executive Committee, when the Board is not in session, shall have the powers of the Board to take such action as the Executive Committee may deem to be in the best interests of the Board and the Department of Higher Education; provided, however, that such action shall be in accord with the provisions of these bylaws, and not in conflict with existing policies of the Board. A complete record of all actions of the Executive Committee shall be kept by the Secretary of the Board, and a copy of such record shall be provided to all members of the Board within seven days of any action by the Executive Committee. Actions of the Executive Committee may be ratified, approved, or modified at the next regular meeting of the Board, but any modification thereof shall be prospective only. If, at its next regular meeting, the Board takes no action on an Executive Committee action, the record of which was provided to the members of the Board prior to that regular meeting, such action shall be deemed ratified by the Board. The vote of any members on any question coming before the Executive Committee may be taken in person, by telephone, facsimile transmission, email or letter. Concurrence of three members shall constitute action of the Executive Committee.

The Board Chair shall serve as the Chair of the Executive Committee. Meetings of the Executive Committee may be called by the Chair of the Executive Committee or upon call of at least three members of the Committee. The Commissioner of Higher Education may also request that the Chair call a meeting of the Executive Committee. The purpose of the meeting shall be stated in the call.

Section 2. Audit Committee. An Audit Committee composed of three Board members shall be established. The Chair of the Board shall appoint the members of the Audit Committee and at the same time shall name the Chair of the Committee promptly after the regular meeting immediately prior to December 31 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Audit Committee shall receive and review all audit reports pertaining to the Board and the Department of Higher Education and such other audit reports as may be referred to the Committee. The Committee shall report to the Board on the contents of the reports and shall follow up with the Commissioner and department staff regarding resolution of any findings in the reports. The Committee shall report to the Board on the status of any such findings. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 3. Budget and Financial Aid Committee. A Student Loan/Financial Aid Committee composed of three Board members shall be established. The Chair of the Board shall appoint the members of the Student Loan/Financial Aid Committee and at the same time shall name the Chair of the Committee promptly after the regular meeting immediately prior to December 31 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Committee shall work with the Commissioner of Higher Education and Department staff on budget and financial aid issues as they arise and shall, as necessary, make reports to the Board on such activities. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 4. Academic Affairs and Workforce Needs Committee. The Committee shall work with the Commissioner of Higher Education and Department staff on issues relating to academic programs and workforce needs and shall, as necessary, make reports to the Board on such activities. This should include collaboration with and support of the goals and objectives of the P-20 Council. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 5. Other Committees. Such other committees, standing or special, shall be appointed by the Chair of the Board or the Executive Committee shall from time to time deem necessary to carry on the work of the Board. The Chair shall appoint the membership of such committees, which may, but need not, include members of the Board, and shall designate the matters to be considered by said committees. The Chair shall be an ex officio member of all committees except the Nominating Committee.

Article VI: Advisory Committees

Section 1. Presidential Advisory Committee. Four times each year the Board shall meet with the Presidential Advisory Committee as established by the Missouri Revised Statutes. Such meetings shall enable the Presidential Advisory Committee to advise the Board of the views of the institutions on matters within the purview of the Board.

Section 2. Proprietary School Advisory Committee. The Board delegates responsibility to the Commissioner of Higher Education to meet with and receive reports from the Proprietary School Advisory Committee as established by the Missouri Revised Statutes.

Article VII: Conduct of Business and Affairs

Section 1. Staff. The Board shall employ a Commissioner of Higher Education ("Commissioner") to serve at the pleasure of the Board. The Commissioner shall employ and determine the compensation of all such professional, clerical, and research personnel, including, where justified, specialists and/or consultants, as may be necessary to assist the Board in performing those duties outlined in the Missouri Revised Statutes. Except as otherwise expressly provided, all department staff shall be subject to the supervision and direction of the Commissioner.

The Commissioner shall have such duties and responsibilities as prescribed by the Board, including:

- Assume general direction of the staff to help meet the objectives set forth by the Board.
- Serve as liaison with the presidents, chancellors, and chief executive officers of institutions in carrying out policy objectives promulgated by the Board.
- Follow and keep the Board advised of all federal and state legislation affecting the Board and its purposes and objectives.
- Issue reports of Board action.
- Prepare, review, analyze, and implement all budgets which are approved by the Board.
- Make recommendations to the Board concerning the purposes, objectives, and responsibilities of the Board.
- Assist the Chair in the release of all information concerning the Board.
- Perform such other duties as prescribed by the Board and/or bylaw.

Section 2. Commissioner Search. The Board shall act as a committee of the whole as a search committee, unless the Chair, as directed by the Board, establishes a special committee for the purpose of searching for and screening candidates. The Board may include outside consultants and other persons in the search and screening process provided, however, that only Board members shall vote on the selection of a Commissioner.

Section 3. Evaluation of Commissioner. The Board shall annually evaluate the performance of the Commissioner. The purpose of the evaluation shall be to establish a record of performance over a period of time, to identify strengths, and to determine areas where more attention may be needed.

Section 4. Emeritus Designation. The procedure for granting the title of "CBHE Member/Commissioner Emeritus/Emerita" shall originate with nomination by another member of the Coordinating Board for Higher Education or by the commissioner of higher education. The title may be granted to any candidate who (1) holds the position of CBHE member for at least six years or commissioner of higher education for at least five years; (2) has indicated the willingness or desire to receive emeritus status; and (3) whose contributions to Missouri higher education are recognized as exceptionally meritorious as determined by a majority of the other members of the CBHE (candidate abstaining).

Names and terms of Emeritus/Emerita designees may be displayed in public places. Emeritus designees are a valuable resource for the CBHE and MDHE, and as such may receive nonprivileged reports, studies and communications from the department and serve as advisors upon invitation of the CBHE or commissioner.

Article VIII: Records

Full and complete records of Board actions and activities shall be kept available in accordance with Missouri Revised Statutes on governmental bodies and records.

Article IX: Diversity

The Coordinating Board for Higher Education and its staff should use selection processes and criteria designed to ensure diverse representations when making appointments to various committees, councils, or commissions. In as much as reasonably possible, criteria for representation should include the following:

Individuals who have demonstrated appropriate expertise and experience through their vocation, employment, affiliation or interests in connection with the membership being assembled;

Individuals who reflect the various geographic regions of the state as a whole or other appropriate sub-unit directly in connection to the membership being assembled; and

Individuals who reflect the race, ethnicity, age, gender, and disability characteristics of the population of the state as a whole, or other appropriate sub-unit in connection with the membership being assembled.

In as much as reasonably possible, the campus presidents and chancellors, and their respective local boards should use a similar selection process and criteria in making appointments to various committees, councils, or commissions.

Article X: Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

Article XI: Amendment of Bylaws

These bylaws may be amended at any regular meeting of the Board by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

Adopted by the board October 1987. Revised October 12, 2006; December 6, 2007; December 4, 2008; February 10, 2011; and June 9, 2016.