

# **Coordinating Board for Higher Education**

## **Agenda of Meeting**

**9:00 AM  
Thursday  
September 8, 2011**

**Governor Office Building  
Jefferson City, MO**

**COORDINATING BOARD FOR HIGHER EDUCATION**

**Lowell C. Kruse**, Chair, St. Joseph

**Mary Beth Luna Wolf**, Vice-Chair, St. Louis

**Doris J. Carter**, Secretary, Florissant

**Betty Sims**, St. Louis

**Kathryn Swan**, Cape Girardeau

**Dalton Wright**, Conway

**TIME:** 9:00 AM  
Thursday  
September 8, 2011

**PLACE:** Governor Office Building  
200 Madison Street  
Room 450  
Jefferson City, MO

# Schedule of Events September 7-8, 2011

## Wednesday, September 7, 2011

2:00 – 6:00 pm                    **CBHE Work Session / CBHE Executive Session (if necessary)**  
Governor Office Building  
200 Madison Street  
Room 450  
Jefferson City, MO

6:30 – 8:00 pm                    **CBHE Dinner**  
Sapphire Bar and Grill  
(at the top of the Double Tree)  
422 Monroe Street  
Jefferson City, MO  
(573) 636-5101

## Thursday, September 8, 2011

9:00 am – 2:00 pm                **CBHE / PAC Meeting / CBHE**  
Governor Office Building  
200 Madison Street  
Room 450  
Jefferson City, MO

Individuals needing special accommodations relating to a disability should contact Elizabeth Whaley, at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109 or at (573) 751-2361, at least three working days prior to the meeting.

**COORDINATING BOARD FOR HIGHER EDUCATION  
PRESIDENTIAL ADVISORY COMMITTEE**

**Representatives by Statute**

**Public Four-Year Universities**

Dr. Henry Givens, Jr., President  
Harris-Stowe State University

Dr. Carolyn Mahoney, President (COPHE Chair)  
Lincoln University

Dr. Bruce Speck, President  
Missouri Southern State University

Dr. Clif Smart, Interim President  
Missouri State University

Dr. Kent Wray, Interim Chancellor  
Missouri University of Science and Technology

Dr. Robert Vartabedian, President  
Missouri Western State University

Dr. John Jasinski, President  
Northwest Missouri State University

Dr. Ken Dobbins, President  
Southeast Missouri State University

Dr. Troy Paino, President  
Truman State University

Dr. Charles Ambrose, President  
University of Central Missouri

Mr. Steve Owens, Interim President  
University of Missouri

Dr. Brady Deaton, Chancellor  
University of Missouri-Columbia

Mr. Leo Morton, Chancellor  
University of Missouri-Kansas City

Dr. Thomas George, Chancellor  
University of Missouri-St. Louis

**Public Two-year Colleges**

Dr. Alan Marble, President  
Crowder College

Dr. Edward Jackson, President  
East Central College

Dr. Raymond Cumiskey, President  
Jefferson College

Dr. Mark James, Chancellor  
Metropolitan Community Colleges

Dr. Steven Kurtz, President (MCCA Chair)  
Mineral Area College

Dr. Evelyn Jorgenson, President  
Moberly Area Community College

Dr. Neil Nuttall, President  
North Central Missouri College

Dr. Hal Higdon, President  
Ozarks Technical Community College

Dr. John McGuire, President  
St. Charles Community College

Dr. Myrtle Dorsey, Chancellor  
St. Louis Community College

Dr. Marcia Pfeiffer, President (PAC Chair)  
St. Louis Community College – Florissant Valley

Dr. Marsha Drennon, President  
State Fair Community College

Dr. Devin Stephenson, President  
Three Rivers Community College

**Public Two-year Technical College**

Dr. Donald Claycomb, President  
Linn State Technical College

**Independent Four-year Colleges and Universities**

Dr. James Evans, President  
Lindenwood University

Dr. Marianne Inman, President (ICUM Chair)  
Central Methodist University

Dr. Ron Slepitz, President  
Avila University

Dr. Mark S. Wrighton, Chancellor  
Washington University

Four-year alternate:

Dr. Gerald Brouder  
Columbia College

**Independent Two-year Colleges**

Col. William Sellers, President  
Wentworth Military Academy and Junior College

Two-year alternate:

Dr. Judy Robinson Rogers, President  
Cottey College

COORDINATING BOARD FOR HIGHER EDUCATION

September 8, 2011 – 9:00 a.m. – 2:00 p.m.

Governor Office Building

200 Madison Street

Jefferson City, MO

**AGENDA**

**Agenda Item Description**

**Tab**

**Presenter**

**General Business**

**Action**

- |                                             |   |             |
|---------------------------------------------|---|-------------|
| 1. Review Consent Agenda                    |   |             |
| a. Minutes of the June 9, 2011 CBHE Meeting |   |             |
| b. Distribution of Community College Funds  | A | Paul Wagner |

**Report of the Commissioner**

**Presidential Advisory Committee**

**Information**

- |                                                                |   |                                 |
|----------------------------------------------------------------|---|---------------------------------|
| 1. Presentations on Medical Education:                         |   |                                 |
| • A.T. Still University Dental Program                         |   | Jack McGruder                   |
| • The Nursing Faculty of the Future                            |   | Glenda Dahlstrom                |
| • The Status of Primary Care in Rural Missouri                 |   | Mary Becker                     |
| • A Simulated Hospital at TRCC                                 |   | Wes Payne                       |
| Health Education Facilities at MCC                             |   | Mark James<br>and Margaret Boyd |
| 2. Legislative Update                                          |   | Paul Wagner                     |
| 3. Governor's Summit on Higher Education                       |   | David Russell                   |
| 4. Interim Report on Collaboration and Cooperation Initiatives | B | Rusty Monhollon                 |

**Budget and Financial Aid Committee**

**Dalton Wright, Chair**

**Action**

- |                                                                                            |   |             |
|--------------------------------------------------------------------------------------------|---|-------------|
| 1. FY13 Recommendations for Public Institutions' Base Operating Appropriations             | C | Paul Wagner |
| 2. FY13 Capital Improvements Recommendations                                               | D | Paul Wagner |
| 3. FY13 Recommendations for MDHE Operating and Student Financial Assistance Appropriations | E | Paul Wagner |
| 4. Alternative Operating Budget Recommendations                                            | F | Paul Wagner |
| 5. Foster Care Tuition Waiver Program Community Service/Public Internship Requirement      | G | Leroy Wade  |
| 6. Proprietary Legislation                                                                 | H | Leroy Wade  |
| 7. Minority Teaching Statute                                                               | I | Leroy Wade  |

**Information**

- |                                   |   |                 |
|-----------------------------------|---|-----------------|
| 1. Student Loan Program Update    | J | Leanne Cardwell |
| 2. College Access Challenge Grant | K | Leroy Wade      |

COORDINATING BOARD FOR HIGHER EDUCATION

September 8, 2011 – 9:00 a.m. – 2:00 p.m.

Governor Office Building

200 Madison Street

Jefferson City, MO

**Academic Affairs and Workforce Needs Committee**

**Kathy Swan, Chair**

**Action**

- |                                        |   |                 |
|----------------------------------------|---|-----------------|
| 1. Academic Program Actions            | L | Rusty Monhollon |
| 2. English Language Proficiency Report | M | Rusty Monhollon |

**Information**

- |                                                         |   |                 |
|---------------------------------------------------------|---|-----------------|
| 1. Proprietary School Certification Actions and Reviews | N | Leroy Wade      |
| 2. Improving Teacher Quality Grant (ITQG)               | O | Rusty Monhollon |
| 3. Dual Credit Survey                                   | P | Rusty Monhollon |
| 4. Homeland Security Advisory Committee/HES Update      | Q | Rusty Monhollon |

**External Affairs Committee**

**Mary Beth Luna Wolf, Chair**

**Action**

- |                          |   |            |
|--------------------------|---|------------|
| 1. Governing Board Event | R | Kathy Love |
|--------------------------|---|------------|

**General Business**

**Information**

- |                                                                |   |                |
|----------------------------------------------------------------|---|----------------|
| 1. <i>Imperatives for Change</i> Annual Report                 | S | Damon Ferlazzo |
| 2. Appointment of Nominating Committee for 2012 Board Officers |   | Lowell Kruse   |
| 3. Good and Welfare of the Board                               |   |                |
| 4. CBHE Members by Congressional District                      | T |                |
| 5. CBHE Statutory Functions                                    | U |                |

**Action**

- |                                                                              |  |  |
|------------------------------------------------------------------------------|--|--|
| 1. Adjourn Public Session of Coordinating Board for Higher Education Meeting |  |  |
|------------------------------------------------------------------------------|--|--|

**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
June 9, 2011**

The Coordinating Board for Higher Education (CBHE) met on Thursday, June 9, 2011, at the Hilton St. Louis at the Ballpark, St. Louis, MO. Chairman Kruse called the meeting to order at 8:32 a.m. The presence of a quorum was established with the following roll-call of members:

	<b>Present</b>	<b>Absent</b>
Doris Carter	X	
Lowell Kruse	X	
Mary Beth Luna Wolf	X	
Betty Sims	X	
Kathryn Swan	X	
Dalton Wright	X	

**Consent Calendar**

The Consent Calendar consisted of Minutes of the April 7, 2011, meeting and Distribution of Community College Funds.

**Ms. Swan made a motion to approve the Consent Calendar in its entirety. Ms. Sims seconded the motion. Motion passed unanimously.**

**Report of the Commissioner**

Dr. Russell invited individuals from the Missouri Campus Compact to brief the group on what the compact is, who is currently participating in it and what its goals and objectives are.

The presenters were: Melissa Mace, Missouri State University; Robin Hattori, Washington University; Margaret Cohen, University of Missouri – St. Louis; and McKenzie Whitaker, student of the University of Missouri – St. Louis.

**Presidential Advisory Committee**

Chairman Kruse turned the meeting over to PAC Chair Dr. Marcia Pfeifer, President, St. Louis Community College – Florissant Valley at 9:16 a.m..

Dr. Pfeifer acknowledged the upcoming retirements of Dr. Henry Givens, President, Harris-Stowe State University and John McGuire, President, St. Charles Community College. Each

president thanked the members of the group for their support during their years in the higher education community in Missouri.

### **2011 Legislative Session**

Mr. Wagner briefed the group on the results of the 2011 legislative session. From the focus of higher education itself, it was a pretty successful session. Several of the priority bills passed and the budget came out a lot better than we would have a year ago. There is a lot of evidence that individuals in the capitol really do value higher education and prioritize it when they have the opportunity.

Mr. Wagner went over the various bills that passed during the 2011 legislative session, those that did not and some of the other highlights of the recently concluded session. Mr. Wagner did point out that many of the bills, including the budget bill, have not been signed by the governor and therefore are not official yet.

### **Governor's Strategic Initiatives**

Dr. Monhollon provided a brief description of the governor's strategic initiatives as they relate to the collaboration and cooperation between Missouri institutions. The MDHE collected data on the extent and scope of programs from the 2- and 4- year public institutions. All institutions have very extensive and very rich collaborative academic programs. These collaborative programs are within their respective sectors and with institutions outside of their sectors, including public and independent institution, they reach out-of-state institutions, military institutions, health centers and business and industries to name a few. Programs are delivered in a variety of means and many share resources such as faculty. The MDHE will complete its work and provide a complete report to the full board at its September meeting. One major question coming out of this process is how we transition from this rich collection of programs into results that meet statewide needs and statewide priorities.

### **Other Matters**

Dr. Dobbins pointed out the criticalness of student financial aid in Missouri and the pending Pell Grant cuts that will take place in the very near future and the various holes in money in Missouri financial aid. Higher education has goals set up to increase the number of graduates in certificate and degree programs. Many of the students that we are targeting to help reach these goals are considered high need students. With declining financial aid, waiting until we get hit instead of looking ahead is not the best move for us in higher education, our students or their families. The higher education community needs to be informing our U.S. senators and representatives of the importance of financial assistance to the students in Missouri.

Dr. Pfeiffer turned the meeting back over to the CBHE at 9:45 a.m..

### **Budget and Financial Aid Committee**

The Budget and Financial Aid Committee was chaired by Dalton Wright, who led the discussion of the following matters:

## **Guaranty Agency**

Ms. Cardwell provided background regarding the use of some of the student loan operating fund monies to help fund the A+ program. The student loan operating fund does have restricted uses that are governed by federal statute but the A+ program does fall under one of the allowable expenses. As of this meeting, based on future revenues and expenditures the MDHE did not feel as though this transfer would impact any existing services or operations for the next budget cycle. This is a onetime expenditure that the program should be able to sustain.

Ms. Luna-Wolf just wanted to caution taking money from this fund to help with student financial aid. She expressed concern that continuing to see this as a fund whose monies can be transferred easily to help with other programs is not good. She said that the number of students with increased tuition costs, less student aid, who are going to have huge amounts of loans and not be able to find employment right away continues to rise and we are taking away from the safety net that has been set up to help them.

The following recommendation was made: **The board authorizes a one-time transfer of \$10.5 million to the A+ Schools Fund as appropriated in section 3.055 of House Bill 3 (2011) and section 14.025 of House Bill 14 (2011).**

**Ms. Swan made a motion to approve the recommended action. Ms. Carter seconded the motion. Motion passed unanimously.**

## **Minority Teaching Scholarship Administrative Rule**

Mr. Wade provided background information on the Minority Teaching Scholarship. The scholarship program was transferred from DESE to MDHE during the 2009 legislative session. The program is a loan forgiveness program that was established in 1990 to attract academically talented minority individuals into the teaching profession. With the transfer from DESE to MDHE it is imperative that the MDHE establish its own policies and procedures for this program to help make it consistent with other MDHE-administered programs.

Ms. Swan asked if we marketed this scholarship program. Mr. Wade responded that student financial aid offices have raised the visibility of the program, as has the transfer of the program from DESE to MDHE. Mr. Wade pointed out that this is a repayment program and it does not have the most attractive rates at 9.5 percent interest if they do not complete the specified programs. Ms. Swan wanted to know if we should look to the legislature to adjust the interest rate. Mr. Wade said we may want to look more deeply, such deciding how we would restructure the program, etc., to make it more attractive all around.

Ms. Carter wanted to know if a student attends a community college is it made clear that they have to transfer to a 4-year institution in order to finish the specified degree to keep the loan in good standing. Mr. Wade said the promissory note they sign has that information on it and the financial aid advisor explains that as well but the MDHE is looking at ways to improve that message so that it is clear to all students throughout the process.

The following recommendation was made: **The Coordinating Board directs the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.**

6 CSR 10-2.200 Minority Teaching Scholarship Program

*PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding student eligibility and application procedures for student financial assistance under the Minority Teaching Scholarship program.*

(1) Definitions.

- (A) Academic year shall be from July 1 of any year through June 30 of the following year.
- (B) Applicant means a student who has filed a complete and accurate application to receive a Minority Teaching Scholarship award as prescribed by the Coordinating Board for Higher Education (CBHE) and who qualifies to receive such award under section 161.415, RSMo.
- (C) Approved institution means any institution that offers a teacher education program approved by the Department of Elementary and Secondary Education or a Coordinating Board for Higher Education-approved Associate of Arts in Teaching program.
- (D) Award year shall be from July 1 of any year through June 30 of the following year, excluding summer terms.
- (E) CBHE means the Coordinating Board for Higher Education.
- (F) Department means the Department of Higher Education created by section 173.005, RSMo.
- (G) EFC means Expected Family Contribution, the measure of how much the student and his family can be expected to contribute to the cost of the student's education for the year, as calculated annually by the United States Department of Education as a result of an official federal need analysis based on the student's federal need-based aid application form.
- (H) Expenses mean any educational-related expenses including, but not limited to, tuition, fees, and room and board.
- (I) Full-time student means an undergraduate student who is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, or the equivalent in another measurement system, or a graduate student who is enrolled in at least nine (9) semester hours or the equivalent in another measurement system, but in either case not less than the respective number sufficient to secure the degree toward which the student is working in no more than the number of semesters, or their equivalent, normally required by the institution for the program in which the student is enrolled. Provided, however, that an otherwise eligible student having a disability as defined by Title II of the Americans with Disabilities Act (42 U.S.C. 12101-12213) who, because of his or her disability, is unable to satisfy the statutory minimum requirements of full-time status under Title IV student aid programs shall be considered by the approved institution to be a full-time student and shall be considered to be making satisfactory academic progress, as defined in subsection (1)(Q) of this rule, while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.

- (J) Gainful employment means any substantial gainful activity that exists in the national economy and is not limited to the recipient's original occupation.
- (K) His, him, or he shall apply equally to the female as well as the male sex where applicable in this rule.
- (L) Initial recipient means a student who qualifies under section 161.415, RSMo, has filed an accurate and complete application by the deadline established by the department for the Minority Teaching Scholarship program, and has not received a Minority Teaching Scholarship award in any prior academic year.
- (M) Minority teaching shall mean the Minority Teaching Scholarship program set forth in sections 161.415-161.424, RSMo.
- (N) Minority teaching award shall mean an amount of money paid by the state of Missouri to a qualified applicant under the Minority Teaching Scholarship program.
- (O) Renewal recipient means a student who received a Minority Teaching Scholarship award, who meets the requirements set forth in 161.415, RSMo, and who has filed an accurate and complete application by the deadline established by the department for the Minority Teaching Scholarship program.
- (P) Residency, for the purpose of this rule, shall be determined by reference to the standards set forth in the determination of student residency rule, 6 CSR 10-3.010.
- (Q) Satisfactory academic progress shall be a cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception of grade point average, as otherwise determined by the approved institution's policies as applied to other students at the approved institution receiving assistance under Title IV financial aid programs included in the Higher Education Act of 1965. The calculation of CGPA shall be based on the approved institution's policies as applied to other students in similar circumstances.
- (R) Standardized test shall mean an accepted standardized test of academic ability including, but not limited to, the SAT, ACT, or SCAT.
- (S) Temporary total disability shall mean a disability resulting from an injury or illness that renders a recipient unable to be engaged in gainful employment for a period of less than twelve (12) months from the date of such injury or illness.
- (T) Total and permanent disability shall mean disability resulting from an injury or illness that renders a recipient unable to be engaged in gainful employment or attend an educational institution for a period of at least twelve (12) months from the date of such injury or illness and that is expected to continue for a long or indefinite period of time or to result in death.

(2) Responsibilities of Institutions of Postsecondary Education.

- (A) Only institutions who have entered into a participation agreement with the department may receive disbursements under the Minority Teaching Scholarship program.
- (B) Participating institutions shall meet the following requirements:
  1. Meet the requirements set forth in Subsection 161.415.3, RSMo and 6 CSR 10-2.140, Institutional Eligibility for Student Participation.
  2. Provide non-state matching funds of \$1,000 per scholarship recipient to match one (1) dollar for every two (2) state dollars on terms no more restrictive than those established by the department with regard

to the state award and notify the department of the maximum number of awards the institution will match.

3. Report annually to the department the number of scholarship recipients that will be matched. The department shall annually prescribe the time and method for filing this report.
4. Obtain the recipient's notarized signature on the promissory note and return the promissory note to the department prior to disbursement of any state scholarship funds.
5. Annually report to the department the enrollment status of all scholarship recipients until they graduate or withdraw from the institution. The department shall annually prescribe the time and method for filing this report.

(C) Institutions should report to the department the name of any enrolled recipient who ceases study leading to teacher certification within thirty (30) days of making this determination.

(3) Basic Eligibility Policy.

(A) Initial or renewal recipients, at the time of application and through the period the award is received, must meet the requirements set forth in Subsection 161.415, RSMo.

(B) Initial recipients must have a high school rank at or above the 75th percentile at the time of graduation or as calculated at the end of the student's sixth semester.

(4) Application and Evaluation Policy.

(A) The department shall annually prescribe the time and method for filing applications for financial assistance under the Minority Teaching Scholarship program. It shall make announcement of its action in these respects.

(B) Students shall apply annually for financial assistance under the Minority Teaching Scholarship program by completing and submitting the application prescribed by the department and by completing and submitting the federal need-based aid application form prescribed by the United States Department of Education.

(C) At the time of application, applicants must—

1. Indicate their first, second, and third school choices;
2. Commit to complete a teacher education program designed to qualify the applicant for a Missouri teaching certificate within five (5) years from the date of first receiving funds under the Minority Teaching Scholarship program; and
3. Teach on a full-time basis for a period of five (5) years in a Missouri public elementary or secondary school after receiving a teaching certificate, if the applicant is an undergraduate student. Graduate students must commit to teach math or science on a full-time basis for a period of five (5) years in a Missouri public elementary or secondary school after receiving a teaching certificate.

(D) The department will evaluate each student's application for a Minority Teaching award and rank selected recipients based on the following criteria:

1. Participation in school or community activities;
2. Demonstrated leadership abilities;

3. Demonstrated academic success, including high school grade point average, high school class rank, and standardized test score; and
  4. Financial need, as established by the student's EFC, if appropriations are not sufficient to fund all selected recipients.
- (E) Selected recipients will be matched in rank order with their first institutional choice until all openings at an institution are filled. If all openings are filled at the selected recipient's first institutional choice, the selected recipient will be matched at his second or third choice, respectively.
- (F) Applicants will be notified of their eligibility status once recipients have been selected and awards have been determined. Notification of eligibility will also be sent to the student financial aid office at the approved institution where the student plans to enroll or has enrolled.

(5) Award Policy.

- (A) Minority teaching awards shall be allotted for one (1) academic year.
- (B) A renewal recipient may continue to receive a Minority Teaching award for a maximum of three (3) additional years, for a total of four (4) years, so long as the applicant meets the following criteria. Awards received as an undergraduate student are included in the four (4) year total for graduate students.
1. Maintains satisfactory academic progress; and
  2. Otherwise meets the criteria of the Minority Teaching Scholarship program.
- (C) Initial and renewal recipients who meet the eligibility requirements set forth in Section 161.415, RSMo and this rule shall be eligible for a Minority Teaching award of \$3,000 per academic year, comprised of a \$2,000 state award that will convert to a loan if the recipient fails to meet the program's obligations, and a \$1,000 institutional award.
- (D) A recipient who has been denied a Minority Teaching award for lack of satisfactory academic progress may not receive another Minority Teaching award until the enrollment period after the applicable standard has once again been met.
- (E) Minority teaching awards will be made for use during the normal academic year, but no funds for Minority Teaching awards will be granted for use for summer school.
- (F) No Minority Teaching awards will be made retroactive to a previous academic year. A Minority Teaching award will be made retroactive to a previous semester only upon the sole discretion of the department.
- (G) Minority teaching awards will only be made after certification of full-time attendance of the student by the institution and receipt of the signed and notarized promissory note by the department. For a student eligible as part of a consortium agreement, the student must be considered to be enrolled full-time for purposes of federal student aid.
- (H) Only one-half (1/2) of the annual Minority Teaching award will be issued in a semester of that award year.
- (I) The applicant's award will be sent to the approved institution. The institution shall retain the portion of the award that the student owes for expenses and promptly give the applicant any remaining funds.

- (J) An applicant's failure to provide required information by the established deadlines may result in loss of the Minority Teaching award.
- (K) The CBHE has the discretion to withhold payments of any Minority Teaching awards after initiating an inquiry into the eligibility of a recipient or into the approved status of an institution.
- (L) A student may transfer from one approved institution to another without losing eligibility for assistance under the Minority Teaching Scholarship program, as long as the institution to which the student is transferring is able to match the student's state award. The student must notify the department immediately of the transfer.

(6) Scholarship Forgiveness and Deferment Policy.

- (A) For each year, up to five (5) years, the recipient teaches in a Missouri public elementary or secondary school, one-fifth (1/5) of the amount of the state scholarship received shall be applied against the total amount of the state scholarship and shall not be subject to repayment.
- (B) The employer shall annually provide certification to the department the recipient holds a qualifying teaching position.
- (C) Recipients shall defer repayment if their qualified employment is interrupted for one of the following reasons:
  - 1. Enrollment in full-time graduate study as certified at least annually by the institution in which the recipient is enrolled;
  - 2. Request and receipt of medical leave as certified by the recipient's employer for a medical need certified by the recipient's physician;
  - 3. Service in any branch of the armed forces of the United States;
  - 4. Teaching in areas defined as critical need by the state Board of Education; or
  - 5. A temporary total disability resulting from an injury or illness that renders the recipient unable to teach in any subject area for which he is certified. The recipient's physician must certify the nature of the disability, the date the disability began, and the expected duration of the recovery period, not to exceed twelve (12) months.
- (D) The deferment of repayment shall begin on the date the recipient ceases to teach. The recipients must notify the department at the beginning and end of the interruption in employment and provide any requested supporting documentation. The recipients must also return to a qualified teaching position following the interruption.
- (E) Recipients must promptly report to the department any change of mailing address.

(7) Repayment Policy.

- (A) Recipients must notify the department within thirty (30) days of a change in enrollment status or employment that would trigger repayment.
- (B) Recipients must promptly report to the department any change of mailing address.
- (C) The scholarship shall convert to a loan and the recipient shall repay the scholarship funds received from the state with interest at a rate of nine and one-half percent (9.5%) charged on the unpaid balance of the amount received if the recipient—
  - 1. Ceases study leading to teacher certification for any reason including, but not limited to, the following. Interest shall accrue from the date

the recipient ceased study leading to teacher certification until the outstanding balance of principal and interest has been paid in full.

- a. Change of career goal as evidenced by the nature of the postsecondary courses selected;
  - b. Withdrawal from approved postsecondary institutions;
  - c. Dismissal, suspension, or expulsion from a participating postsecondary institution for any reason; or
  - d. Less than full-time enrollment in a program leading to certification to teach in a Missouri public elementary or secondary school, except less than full-time enrollment during summer terms shall not trigger repayment;
2. Fails to receive a teaching certificate within six (6) months of graduation from an approved institution. Interest shall accrue from the date of graduation until the outstanding balance of principal and interest has been paid in full;
  3. Fails to be hired for or accept a full-time teaching position in a Missouri public elementary or secondary school within ten (10) months of receiving certification to teach in such a school. Interest shall accrue from the date teacher certification was issued until the outstanding balance of principal and interest has been paid in full; or
  4. Fails to teach in a Missouri public elementary or secondary school on a full-time basis for a period of five (5) consecutive years after receipt of a degree, except as provided in subsection (6)(C) of this rule. Interest shall accrue from the date the recipient ceases to teach until the outstanding balance of principal and interest has been paid in full.

(D) The department shall mail a repayment schedule to the recipient.

1. The repayment schedule shall be based on a ten (10) year repayment plan.
2. The payment amount will vary depending on the total amount received plus accrued interest. Under no circumstances shall the minimum monthly payment be less than \$50 or the minimum annual payment be less than \$600.
3. The recipient shall make the first payment no later than the last day of the month in which the repayment schedule is dated.

(E) Payments shall be applied first to accrued interest with any remaining amount applied to principal.

(F) Recipients shall not be subject to penalty for early repayment.

(G) Recipients may defer principal and interest payments for a period approved by the department for the following reasons:

1. Enrollment in full-time study as certified at least annually by the institution in which the recipient is enrolled. The deferment shall be initiated on the date the recipient begins full-time enrollment;
2. Medical need as certified by the recipient's physician;
3. Service in any branch of the armed forces of the United States; or

4. A temporary total disability. The recipient's physician must certify the nature of the disability, the date the disability began, and the expected duration of the recovery period.
- (H) The recipients must notify the department at the beginning and end of the deferment period and submit to the department any requested supporting documentation.
- (I) Interest will not accrue during a deferment period.
- (J) Payments made during a deferment period will be applied first to any interest accrued prior to the deferment period and then to principal.
- (K) A recipient's account will be in a default status when the recipient has failed to make three (3) consecutive, scheduled payments.
1. Upon default, principal and interest are due in full within one (1) year of default.
  2. The department will notify the recipient of the default status by certified mail sent to his last known mailing address.
  3. The recipient shall have thirty (30) days from the date of the certified notice to make satisfactory repayment arrangements.
- (L) A recipient may remove his account from default status by making three (3) consecutive, on-time payments that are at least the minimum amount provided on the repayment schedule.
- (M) All loans in repayment, deferment, or default status will be monitored. All available legal remedies may be pursued to ensure full repayment of loans.
- (N) In the event a recipient becomes totally and permanently disabled as certified by a physician, the requirements of the recipient to make any further payment of principal and interest will be cancelled immediately upon approval of the request for cancellation. The recipient must apply to the department for loan cancellation and provide any requested supporting documentation.
- (8) Information Sharing Policy. All information on an individual's Minority Teaching application will be shared with the financial aid office of the institution to which the individual has applied, or is attending, to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished by the state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

*AUTHORITY: Section 161.415, RSMo, Supp. 2010\**

*\*Original authority: 161.415, RSMo 1990*

**Ms. Swan made a motion to approve the recommended action. Ms. Carter seconded the motion. Motion passed unanimously.**

### **Revision of the Proposed A+ Scholarship Program Administrative Rule**

Mr. Wade provided background on the current A+ Administrative Rule process. During the 30-day comment period the MDHE received numerous comments and wanted to ensure that all comments were looked at and considered in the rulemaking process. The 105 percent rule was the most commented on. In the amended rule dual-credit, advanced placement or other types of credit bearing work that are earned before the student graduates high school and transfer hours

that are not credited are not counted against the 105 percent. Ms. Swan asked where remediation falls in the reimbursement criteria. Mr. Wade stated that A+ funds will pay for remediation but that it will count against the 105 percent.

Prior to the adoption of the basic recommendation, Mr. Wade noted the necessity of an addendum for the unique circumstances of Missouri Western State University. The following addendum was made: **The Coordinating Board for Higher Education directs the Commissioner of Higher Education to establish a Memorandum of Understanding to address the phase out of reimbursement of tuition and fees for students enrolled in associate degree programs under the A+ program at Missouri Western State University. The MOU should provide for the continued eligibility for the high school graduating classes of 2011 and 2012 at Missouri Western State University and accommodate the eligibility of those individuals for the full 48 months provided as part of the proposed administrative rule, resulting termination of participation by Missouri Western State University on July 1, 2016.**

**Ms. Carter made a motion to pass the addendum. Ms. Swan seconded the addendum. Addendum passed unanimously.**

Thereafter, the board was asked to approve the following basic recommendation pertaining to the A+ Policy: **The Coordinating Board for Higher Education directs the Commissioner of Higher Education to file an order of rulemaking with the Secretary of State that includes the revision to the proposed administrative rule for the A+ program.**

#### **Proposed Revision to the A+ Scholarship Program Administrative Rule**

(4) Award Policy.

(C) Student eligibility for the A+ Scholarship expires at the earliest of the following, except a student who is eligible at the beginning of a term may receive A+ tuition reimbursement for the full term in which the expiration criterion is met:

1. Forty-eight (48) months after completion of high school coursework;

2. Receipt of an associate's degree; or

3. Completion of one hundred five (105) percent of the hours required for the program in which the student is currently enrolled. ~~In instances in which the student is enrolled in a related, higher level certificate, the hours required for both the original and the higher level certificate shall be combined when calculating the percentage. Calculation of the percentage shall include all known hours completed at any institution, regardless of whether those hours are accepted in transfer into the student's current program and whether the student received A+ reimbursement for those hours; or~~

~~3. Receipt of an associate's degree.~~

4. Calculation of the 105 percent shall include—

(a) All known hours completed at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental, and

(b) All hours accepted in transfer by an A+ participating institution from an institution that is ineligible for A+ participation.

5. Calculation of the 105 percent shall not include the following.

(a) Postsecondary hours earned for work performed before high school graduation. Such hours shall include, but not be limited to, those earned through dual credit, dual enrollment, technical education articulation, Advanced Placement, or international baccalaureate programs.

(b) Hours earned at a postsecondary institution that is ineligible for A+ participation that are not accepted in transfer by an A+ participating institution.

**Ms. Swan made a motion to pass the basic recommendation. Ms. Carter seconded the motion. Motion passed unanimously.**

**Waiver of Tuition and Fees for Foster Care or Residential Care Students**

Mr. Wade provided the history of the Waiver of Tuition and Fees for Foster Care or Residential Care Students. The program was established as a result of legislation passed during the 2009 legislative session. The funding was placed in the Department of Social Services and they are working with an outside vendor to administer the program. MDHE staff developed a draft description of a process for administering the tuition waivers and an application for eligible foster and residential care students to submit. The program should be operational for the fall 2011 semester.

The following recommendation was made: **The Coordinating Board approve the eligibility and prioritization criteria set forth below for the operation of the Foster Care and Residential Care Tuition Waiver Program.**

*Eligibility criteria*

The criteria provided in the statute state that the waiver is for any student who:

- (1) Is a resident of this state;
- (2) Has graduated within the previous three years from high school or passed the GED examination; and
- (3) Has been in foster care or other residential care under the department of social services on or after:
  - (a) The day preceding the student's eighteenth birthday;

- (b) The day of the student's fourteenth birthday, if the student was also eligible for adoption on or after that day; or
- (c) The day the student graduated from high school or received a GED.
- (4) Applies to and is accepted at the institution not later than:
  - (a) The third anniversary of the date the student was discharged from foster or other residential care, the date the student graduated from high school, or the date the student received a GED, whichever is earliest; or
  - (b) The student's twenty-first birthday;
- (5) Applies for other student financial assistance, other than student loans, in compliance with federal financial aid rules, including the federal Pell grant; and
- (6) Completes a minimum of one hundred hours of community service or public internship within a twelve-month period beginning September first for each year in which the student is receiving a tuition and fee waiver award under this section.

*Prioritization criteria*

As mentioned previously, waiver awards will need to be prioritized in order to ensure proper administration if the appropriation is insufficient to approve waivers. Based on the experience of the contractor with this population of students and in an attempt to ensure students that receive a waiver are likely to be retained and complete a postsecondary credential, the following prioritization criteria in rank order of highest to lowest are being recommended.

- (1) Eligible applicants not otherwise eligible for Educational Training Vouchers.
- (2) Eligible applicants who were adopted after the age of 14.
- (3) Eligible applicants who have at least 60 hours of college credit.

**Ms. Carter made a motion to approve the recommended action. Ms. Swan seconded the motion. Motion passed unanimously.**

**Academic Affairs and Workforce Needs Committee**

The Academic Affairs and Workforce Needs Committee was chaired by Kathryn Swan who led the discussion on the following items:

**Complaint Review Process**

Mr. Cornelison gave an overview of some new rules promulgated by the United States Department of Education in October of 2010. This agenda item focuses on state authorization. Institutions must have state authorization before they may participate in Title IV funding. One aspect of that authorization is for the state to have a complaint review process. The MDHE drafted a new policy to address the specific requirements in the new rules. The MDHE will act as a clearinghouse so that the institutions and students know that there is one point of contact if there is a complaint that is going to be submitted. The MDHE will accept and act upon those complaints they have authority over. Those complaints that would be handled by another state agency will be forwarded and tracked. It is unknown what the workload will be with this new rule but the recommendations include a strict and clear exhaustion of remedies requirement that a student must thoroughly exhaust prior to submitting any kind of complaint to the department.

Ms. Swan advised the group that the MDHE will review the policy and the number of complaints received as a result of this new rule at its meeting a year from now.

The following recommendation was made: **The Board approve the below statement of policy concerning complaint resolution and that a description of it be placed on the CBHE website.**

#### CBHE POLICY ON COMPLAINT RESOLUTION

##### Introduction

In order for institutions of higher education to participate in the federal student aid programs authorized by Title IV of the Higher Education Act of 1965, an institution must be legally authorized to provide post-secondary educational programs within the state in which it is located. By rule promulgated by the U.S. Department of Education, part of this “state authorization” requirement is that the state must have “a process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws ....” 34 C.F.R. § 600.9(a)(1). For its part, the institution must “provide students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle the student’s complaint.” *Id.* at § 668.43(b).

The Coordinating Board has determined that from the perspective of the institutions and of students and prospective students, it is preferable to have a simplified process with a central clearinghouse for addressing complaints rather than a complex matrix of contact points that might not cover every possible complaint and might also easily become outdated. Therefore, this policy sets out a process by which the Missouri Department of Higher Education will serve as the clearinghouse for complaints concerning colleges and universities authorized to operate in the State of Missouri, acting on those within its purview and forwarding those that are not to other entities for their appropriate action.

### Complaints Not Covered

Complaints concerning laws not applicable to a state institution of higher education are not covered by this policy. Complaints of criminal misconduct should be filed directly with local law enforcement authorities. Complaints relating to violations of Federal law should be filed directly with the Federal agency having cognizance over the matter in question (e.g., violations of the Family Educational Rights and Privacy Act with the U.S. Department of Education).

### Exhaustion of Remedies at the Institutional Level

Many issues fall within areas that generally are within the sole purview of an institution and its governing board. Examples include, but may not be limited to, complaints related to student life (such as, student housing, dining facilities, or student activities and organizations) and certain academic affairs (such as the assignment of grades). Moreover, issues or complaints are generally more speedily and appropriately resolved within the grievance channels available at the institution. Face-to-face discussion of the matter through open door policies or other informal means is the preferred starting point. Should that fail, the complainant should use formal dispute resolution mechanisms provided by the institution. Exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any formal complaint with the MDHE pursuant to this policy.

### Process

If a mutually agreeable resolution cannot be reached at the institutional level, the student or prospective student may proceed with the MDHE's formal complaint process. The complaint must be submitted in writing, using the MDHE complaint form available on the department's website. It may be mailed or faxed to the department and should include any other supporting documentation.<sup>1</sup> The MDHE will acknowledge receipt of the complaint, either in writing or by email. Such acknowledgment, however, will not constitute a determination that the complaint addresses a law applicable to the institution or otherwise is a complaint covered by the policy. If there is no indication that institutional remedies have been exhausted, the complaint will be returned for that purpose.

Filing a complaint pursuant to this policy cannot, and does not, extend or satisfy any statutory deadlines that may apply to filing particular complaints with any other state or federal agency having jurisdiction over the subject matter of the complaint.

Complaints that fall within the jurisdiction of the CBHE will be investigated and resolved as appropriate by the relevant unit of the MDHE. Complaints that fall within the jurisdiction of another State agency or are within the purview of an institution's accrediting body will be forwarded to that agency for appropriate investigation and resolution. The agency to which the complaint is forwarded will

keep the MDHE apprised of on-going status and final disposition of the complaint. All parties to the complaint will be notified of its resolution by mail.

The MDHE will keep a log of all complaints and record the date received, the name of the complainant, the institution against which the complaint is made, a brief description of the complaint, the agency addressing the complaint, and the date and nature of its disposition.

<sup>1</sup>Mailing address is: Missouri Department of Higher Education, Attn: Complaint Processing, P.O. Box 1469, Jefferson City, MO, 65109. Fax number is: 573-751-6635.

**Mr. Wright made a motion to approve the recommendation. Ms. Carter seconded the motion. Motion passed unanimously.**

### **Academic Program Actions**

Dr. Monhollon noted that this agenda item included program actions since the April board meeting.

The following recommendation was made: **The Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.**

**Ms. Wolf made a motion to approve the recommendation. Ms. Carter seconded the motion. Motion passed unanimously.**

### **North Central Missouri College Proposal to Establish a Residence Center in Trenton, Missouri**

Dr. Monhollon explained the background for this board action item. The site in question is just barely outside of North Central's taxing district, therefore, North Central is requesting CBHE approval as required by CBHE policy. The MDHE believes the plan to be very workable and viable and believe it will be a good addition to the community and city of Trenton.

The following recommendation was made: **It is recommended that the Coordinating Board for Higher Education approve the proposal submitted on behalf of North Central Missouri College to add a new residence center in Trenton, Missouri.**

**Based on the state's investment in the development and delivery of community college education within the parameters of limited state resources, the board further outlines the following expectations upon which this approval rests:**

**That the NCMC Board of Trustees and the citizens of the NCMC taxing district agree to assume responsibility for any additional costs associated with creating and maintaining the new site;**

**That NCMC will continue to work closely with public and independent colleges and universities as well as local school districts and workforce investment agencies and**

**organizations in determining additional programmatic needs for local residents to ensure efficient and effective use of resources.**

**Ms. Carter made a motion to approve the recommendation. Mr. Wright seconded the motion. Motion passed unanimously.**

### **Linn State Technical College Mission**

The MDHE presented the Mission Review document to the board in December 2010. As a result of this review process the MDHE staff met with Linn State Technical College to review its mission. Linn State Technical College's board approved a new mission statement in January of 2011.

Ms. Sims asked if courses that are commonly offered in other community colleges will be dropped. Dr. Claycomb responded that Linn State did not anticipate dropping any of the current courses they have based on the demand.

The following recommendation was made: **The Coordinating Board for Higher Education approve the revised mission statement for Linn State Technical College.**

#### Mission

Linn State Technical College is a certificate and associate degree granting institution with open/selective enrollment and a mission focusing on programmatic access to highly specialized technical education in both emerging and traditional technologies. *Linn State Technical College prepares students for profitable employment and a life of learning.* The mission is accomplished within the charges of the legislative mission.

The legislative mission is:

“1. Linn State Technical College shall be a special purpose institution that shall make available to students from all areas of the state exceptional educational opportunities through highly specialized and advanced technical education and training at the certificate and associate degree level in both emerging and traditional technologies with particular emphasis on technical and vocational programs not commonly offered by community colleges or area vocational technical schools. Primary consideration shall be placed on the industrial and technological manpower needs of the state. In addition, Linn State Technical College is authorized to assist the state in economic development initiatives and to facilitate the transfer of technology to Missouri business and industry directly through the graduation of technicians in advanced and emerging disciplines and through technical assistance provided to business and industry. Linn State Technical College is authorized to provide technical assistance to area vocational technical schools and community colleges through supplemental on-site instruction and distance learning as such area vocational technical schools and community colleges deem appropriate.

2. Consistent with the mission statement provided in subsection 1 of this section, Linn State Technical College shall offer vocational and technical programs leading to the granting of

certificates, diplomas, and applied science associate degrees, or a combination thereof, but not including associate of arts or baccalaureate or higher degrees. Linn State Technical College shall also continue its role as a recognized area vocational technical school as provided by policies and procedures of the state board of education.”

Mo. Rev. Stat. § 178.636 Approved January 21, 2011

**Ms. Carter made a motion to approve the recommendation. Mr. Wright seconded the motion. Motion passed unanimously.**

**Revisions to Policy for Review of New Academic Programs**

Currently the policy regarding review of new academic programs requires that institutions submit to the department those proposals by the 13<sup>th</sup> of each month. This has created some confusion as to when a new academic proposal would come before the board. Therefore the MDHE has developed a chart that clearly specifies the deadline for new academic program proposals. In addition, this policy update provides a provisional approval of new academic programs.

The following recommendation was made: **The Coordinating Board for Higher Education approve the modifications to the policy for the review of new academic programs.**

**1. 10.1 Requests for a New Program: General Outline**

**Step 1.** ~~A new program proposal must be received at the CBHE by the 13th of each month.~~ **Proposals will be posted five times per year, according to the chart below.** Included in the request should be a full and complete proposal (see Specific Format for a Complete Proposal below) in two forms: (a) a hard copy, with appropriate signatures on the cover page, and (b) an electronic version, sent ~~either as an e-mail attachment (preferred) or on a diskette.~~ Institutions submitting proposals that involve collaborations/partnerships must include letters of support from collaborators or partner institutions. Collaborative efforts involving both public- and independent-sector institutions will be treated like public institution proposals.

<b>For a proposal for a new academic program to be considered for approval at the CBHE meeting in:</b>	<b>MDHE must receive the proposal by:</b>	<b>The proposal will be posted to MDHE website on:</b>
September	July 1	July 15
December	October 1	October 15
February	December 1	December 15
April	February 1	February 15
June	April 1	April 15

**Step 2.** An institution's request will be forwarded to the academic community by two means: First, the full proposal (minus the Financial Projections section) will be posted on the CBHE web page on the 15th of each month. Second, notice will be sent electronically to all chief academic officers.

**Step 3.** The academic community will have twenty (20) working days to respond to an institution's new program request by raising questions, asking for additional information, or making comments. All such questions, requests, or comments shall be in writing and directed to the "Person to contact for more information," as listed on Form NP, as well as to the CBHE Associate Commissioner for Academic Affairs. Proposing institutions will have the opportunity to furnish a written response to the CBHE Associate Commissioner for Academic Affairs if they choose to do so and to decide whether to withdraw or proceed with the proposal. A written response is not needed to proceed. Record files for institutions that proceed will include all comments and responses.

**Step 4.** Independent institutions are not required to submit financial projections except when a proposed program involves a cooperative relationship with a public institution. Once a proposal is complete, a recommendation will be sent to the Commissioner for action. The institution will be notified of the Commissioner's action, and the action will be reported to the CBHE at its next regularly scheduled meeting.

Normally, program reviews should be completed within 45 working days after being officially posted. **The expected length of review is subject to adjustment due to issues that may arise during the program review process.**

**11.1 Request For Off-Site Delivery Of Existing Program: General Outline**

**Proposals** ~~A proposal~~ for the off-site delivery of an existing program ~~must be received at the CBHE by the 13th of each month.~~ **will be posted five times per year, according to the chart below.** Included in the request should be a full and complete proposal (see Specific Format for a Complete Proposal below) in two forms: (a) a hard copy, with appropriate signatures on the cover page, and (b) an electronic version, sent ~~either as an e-mail attachment (preferred) or on a diskette.~~ Institutions submitting proposals that involve collaborations/partnerships must include letters of support from collaborators or partner institutions. Collaborative efforts involving both public- and independent-sector institutions will be treated like public institution proposals.

<b>For a proposal for a new residence center to be considered for approval at the CBHE meeting in:</b>	<b>MDHE must receive the proposal by:</b>	<b>The proposal will be posted to MDHE website on:</b>
September	July 1	July 15
December	October 1	October 15

February	December 1	December 15
April	February 1	February 15
June	April 1	April 15

**Step 2.** An institution's request will be forwarded to the academic community by two means: First, the full proposal (minus the Financial Projections section) will be posted on the MDHE web page on the 15th of each month. Second, notice will be sent electronically to all chief academic officers.

**Step 3.** The academic community will have twenty (20) working days to respond to an institution's new program request by raising questions, asking for additional information, or making comments. All such questions, requests, or comments shall be in writing and directed to the "Person to contact for more information," as listed on Form NP, as well as to the CBHE Associate Commissioner for Academic Affairs. Proposing institutions will have the opportunity to furnish a written response to the CBHE Associate Commissioner for Academic Affairs if they choose to do so and to decide whether to withdraw or proceed with the proposal. A written response is not needed to proceed. Record files for institutions that proceed will include all comments and responses.

**Step 4.** Independent institutions are not required to submit financial projections except when a proposed program involves a cooperative relationship with a public institution. Once a proposal is complete, a recommendation will be sent to the Commissioner for action. The institution will be notified of the Commissioner's action, and the action will be reported to the CBHE at its next regularly scheduled meeting.

Normally, program reviews should be completed within 45 working days after being officially posted. The expected length of review is subject to adjustment due to issues that may arise during the program review process.

**Ms. Carter made a motion to approve the recommendation. Ms. Luna Wolf seconded the motion. Motion passed unanimously.**

### **COTA Update**

Dr. Monhollon stated that this just formalizes the official presentation of the report on the February Transfer and Articulation conference.

### **Higher Education Subcommittee of the Homeland Security Commission Update**

Dr. Monhollon stated that given the natural disasters of the very recent past and some other incidents that have taken place the past couple of months the importance of this committee and the need to have some kind of dialogue between the institutions and law enforcement and safety organizations was made even more clear.

## **External Affairs Committee**

The External Affairs Committee was chaired by Mary Beth Luna Wolf. She led the discussion on the following item:

### **Community College Redistricting**

Mr. Cornelison gave the background and reason for the community college redistricting board item. This process affects only the internal boundaries of a community college. Four community colleges requested the formation of a redistricting committee: Mineral Area College; St. Louis Community College; Metropolitan Community College; and Crowder College.

The board was provided with information regarding the members appointed by the institutions' governing boards and the slate of candidates they presented to the CBHE to select from. The statute does not require political balance for the committees.

The following recommendation was made: **Based upon MDHE review of the candidates' backgrounds and in the interest of providing political and geographical balance, the department recommends the following individuals for the Board's appointment to the redistricting committees indicated:**

#### **For Mineral Area College:**

<b>John Singleton</b>	<b>(Undeclared)</b>	<b>Fredericktown</b>
<b>Kevin Cook</b>	<b>(Unaffiliated)</b>	<b>Bonne Terre</b>
<b>Nancy Silvey</b>	<b>(Undeclared)</b>	<b>Farmington</b>

#### **For St. Louis Community College:**

<b>Laura Radcliff</b>	<b>(Democrat)</b>	<b>Kirkwood</b>
<b>Rita Days</b>	<b>(Democrat)</b>	<b>St. Louis</b>
<b>Ann Divine</b>	<b>(Democrat)</b>	<b>St. Louis</b>

#### **For Metropolitan Community College:**

<b>Connie Campbell</b>	<b>(Republican)</b>	<b>Kansas City</b>
<b>Jim Hinson</b>	<b>(Undeclared)</b>	<b>Independence</b>
<b>James Giokaris</b>	<b>(Democrat)</b>	<b>Lees' Summit</b>

#### **For Crowder College:**

<b>Jill Beshears</b>	<b>(Unknown)</b>	<b>McDonald County</b>
<b>James Paul</b>	<b>(Unknown)</b>	<b>Newton County</b>
<b>Brett Day</b>	<b>(Unknown)</b>	<b>Newton County</b>

It is also recommended that the Board charge each of the subdistricting committees to proceed with the adoption of a subdistricting plan to be submitted to the Coordinating Board for Higher Education for its approval or disapproval in accordance with the provisions set forth in Section 178.820, RSMo.

**Ms. Swan made a motion to approve the recommendation. Mr. Kruse seconded the motion. Motion passed unanimously.**

Dr. Russell and Chairman Kruse encouraged members of the CBHE, PAC and others to bring any questions, concerns, etc. to the board to have it addressed or highlighted.

Dr. Russell briefed everyone on the strategic initiatives for boosting educational attainment initiative that he and Chairman Kruse have been working on with DESE, DED, MCCA, COPHE and ICUM. Dr. Russell showed a rough draft of a short video that the department is working on regarding the initiative and the common goals among the various sectors within higher education, sectors within education and state departments.

Ms. Wolf believes the board needs to determine which pieces of this initiative we will take on as a board and as a department and what our objectives with this initiative are. We need to have a clear view so that we are not spinning our wheels going forward.

**Ms. Swan made a motion to adjourn the meeting at approximately 11:30 a.m.. Ms. Luna Wolf seconded the motion. Motion passed unanimously.**

**Roster of Guests**  
**Coordinating Board for Higher Education**  
**June 9, 2011**

Rusty Monhollon	MDHE
Stacey Preis	JCED
Leroy Wade	MDHE
Leanne Cardwell	MDHE
Kathy Love	MDHE
Paul Wagner	MDHE
Joe Cornelison	MDHE
Zora Mulligan	MCCA
Deborah Goodall	MCC
Paul Kincaid	Missouri State University
Charles E. Smith	MNEA
Marty Oetting	UM System
Charles T. Gooden	HSSU
Michelle McClure	HSSU
Constance Gully	HSSU
Brian Long	COPHE
Dave Rector	Truman
Ann Brand	STLCC
Phil Wright	UCM
George Wilson	UCM
Carla Chance	STLCC
Paul Long	MCC
Dwayne Smith	HSSU
Marc Scheessele	St. Louis University
James D. Evans	Lindenwood University
William Shoehigh, Lobbyist	University of Phoenix
Beth Wheeler	MWSU
Robert Stein	Consultant, Ed. Partnership
Curtis Creagh	Lincoln University

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Distribution of Community College Funds  
Coordinating Board for Higher Education  
September 8, 2011

### DESCRIPTION

State aid payments to community colleges will be made on a monthly basis. All FY12 state aid appropriations are subject to a three percent governor's reserve. Expenditure restrictions made by the governor reduced state aid funding by 7% for FY12.

The Truly Agreed To and Finally Passed (TAFP) state aid appropriation for community colleges included in House Bill 3 for FY12 is \$132,667,206, and the amount after expenditure restrictions is \$130,815,295. The amount available to be distributed (TAFP appropriation minus expenditure restrictions less the 3% governor's reserve) is \$126,890,838.

The payment of state aid distributions to community colleges for July and August, 2011 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,225,222
State Aid – Lottery portion	1,204,822
Maintenance and Repair	<u>0</u>
TOTAL	\$20,430,044

### STATUTORY REFERENCE

Section 163.191, RSMo

### RECOMMENDED ACTION

Assigned to Consent Calendar

### ATTACHMENT(S)

None

Coordinating Board for Higher Education  
September 8, 2011

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Governor's Strategic Initiatives: Collaboration and Cooperation  
Coordinating Board for Higher Education  
September 8, 2011

### DESCRIPTION

As part of his strategic initiative for higher education, Governor Nixon requested that the MDHE prepare an inventory of existing cooperative and collaborative academic programs in the state. This item provides an update on the progress made in completing the project.

#### Current Status

MDHE staff began collecting data on cooperative and collaborative academic programs late last year. The final report will be presented to the CBHE for approval at the December meeting and forwarded to the governor.

As noted in June, the state's public institutions have developed a vibrant inventory of cooperative and collaborative academic programs. A primary question this report seeks to answer is, "How these programs help achieve statewide needs and priorities?"

The primary purpose of collaborative agreements is to expand the number and availability of educational opportunities for students. The institutions achieve this, for example, by sharing resources, using technology to provide courses through distance education and coordinating curriculum in specific areas. These programs help achieve statewide goals by expanding educational access in underserved areas, keeping down the costs of attendance and making efficient use of state resources, to name only a few.

In the current climate of scarce resources and increased accountability, the state's institutions of higher education must not only continue developing collaborative programs but do so on a scale greater than they've done previously. Several programs have been or are ready to be implemented, and they may provide a model on which other programs can be modeled.

#### *Missouri Instructional Coalition for Economics*

Northwest Missouri State University  
Southeast Missouri State University  
University of Central Missouri

#### *Collaboration for the Delivery of Foreign Language Instruction*

Missouri State University  
Missouri Western State University  
Southeast Missouri State University  
University of Central Missouri

Both of these programs pool the collective resources of the participating institutions to offer instruction that otherwise might not be available to students. The foreign language

Coordinating Board for Higher Education  
September 8, 2011

consortium looks particularly promising, as it affords opportunities in an area deemed critical by the state but which few institutions have sufficient resources to offer.

### *The Missouri Learning Commons: Statewide Course Redesign*

The Missouri Learning Commons is a consortium of all 13 public universities in the state. In collaboration with the National Center for Academic Transformation, the MLC received a \$250,000 grant from the Next Generation Learning Challenges to coordinate the redesign of 13 large-enrollment undergraduate courses using blended learning models to improve student learning, persistence and program completion as well as to reduce instructional costs. Each university will take the lead in redesigning one of the high-enrollment undergraduate courses that are common to all institutions. The typical redesigned course will include 40-60 percent of its content delivered online in fundamentally the same form across the collaborators with the remainder of the course delivered face-to-face by faculty. This blend will allow a common core of content to be supplemented by unique content and learning methods tailored to the specific goals of participating faculty.

The key component is that each course will meet the needs of the 13 institutions and be available to all four-year universities in Missouri. This will allow institutions to build on the work of others, reducing redundancy of effort. MLC's potential upside is extraordinary: it will deliver the simultaneous design of 13 gateway courses and make course materials immediately available for evaluation and deployment at all of the public universities in Missouri.

The MLC will pilot courses in the spring of 2012.

### **STATUTORY REFERENCE**

Section 173.005(7) RSMo, CBHE statutory responsibility to collect the necessary information and develop comparable data for all institutions of higher education in the state . . . Section 173.020(4) RSMo, CBHE statutory responsibility for designing a coordinated plan for higher education in the state...

Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institution . . . and or the general requirements of the state.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

FY13 Recommendations for Public Institutions' Base Operating Appropriations  
Coordinating Board for Higher Education  
September 8, 2011

### **REVISED**

### **DESCRIPTION**

Missouri's ability to maintain funding for its public higher education institutions has been severely compromised. Following a 5.2% core funding cut in FY11, the General Assembly cut institutional core budgets an additional 5.7% in FY12. This cut was increased to 7% through expenditure restrictions imposed by the governor, consistent with his original recommendations. In addition, there were further expenditure restrictions of 1.1% for the University of Missouri and 1.2% for Missouri Western State University due to their tuition increases. Early indications are that it will be extremely difficult for the state to increase its investment in institutional core budgets in FY13. The intent of this agenda item is to outline the budget restrictions facing Missouri state government in FY13 and to provide a recommended budget for consideration by the Coordinating Board.

### **Background**

The structure and content of the FY13 budget request is largely dictated by the restrictions regarding requests for increases in state funding explained in the July 15, 2011, cover letter from the State Budget Director that accompanied the official FY13 budget instructions. This letter cites several factors that make the FY13 budget unlikely to be marked by any recovery from cuts made in FY11 or FY12. Most significantly, the very slow pace of the economic recovery is being reflected in very weak growth in state revenue collections. Another major factor in the state's budget shortfall is the cost associated with the natural disasters that have recently occurred in the state such as the flooding in southeast and northwest Missouri, and tornadoes in Sedalia and Joplin. There is revenue growth expected, nonetheless, but there is still a large budget deficit anticipated for FY13, driven in part by the need to replace \$460 million in one-time federal budget stabilization and state education funds.

Because of these circumstances, the budget director's letter specifies that all department budget requests make permanent the expenditure restrictions in place for FY12. For institutional core budgets this amounts to \$12 million to move from the 5.7% reduction passed by the General Assembly to the 7% reduction after the uniform restrictions were imposed. The letter then specifies that any new decision items that require general revenue should not be requested, with the possible exception of items considered mandatory. No higher education budget items are

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**University of Missouri and Missouri Western State University. Thus the staff recommendation now reflects a uniform reduction from the FY 2012 core budget of 7% for all institutions.**

**It is recommended that the Coordinating Board approve the FY13 core institutional appropriation request, totaling \$847,655,866 for submission to the Governor and General Assembly.**

**ATTACHMENT(S)**

FY 2013 Institutional Core Budget Request (Revised)

**FY 2013 Institutional Core Budget Request  
Staff Recommendation**

**REVISED**

	FY 2012 TAFP Budget	FY 2012 Expenditure Restriction	FY 2013 Core Reduction	FY 2013 Core Request
Community Colleges	132,667,206	(1,851,911)	(1,851,911)	130,815,295
Linn State Technical College	4,682,166	(65,359)	(65,359)	4,616,807
Univ. of Central Missouri	53,355,831	(744,798)	(744,798)	52,611,033
Southeast Missouri State	43,493,220	(607,125)	(607,125)	42,886,095
Missouri State University	80,466,125	(1,123,233)	(1,123,233)	79,342,892
Lincoln University	17,685,546	(246,874)	(246,874)	17,438,672
Truman State University	40,377,812	(563,637)	(563,637)	39,814,175
Northwest Missouri State	29,592,947	(413,090)	(413,090)	29,179,857
Missouri Southern State Univ.	22,885,800	(319,465)	(319,465)	22,566,335
Missouri Western State Univ.	21,089,772	(562,721)	(294,394)	20,795,378
Harris-Stowe State Univ.	9,724,445	(135,744)	(135,744)	9,588,701
University of Missouri	403,634,997	(10,141,343)	(5,634,371)	398,000,626
Subtotal	859,655,867	(16,775,300)	(12,000,001)	847,655,866

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

FY 2013 Capital Improvements Recommendations  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

The governor's budget director and staff have indicated that they do not plan to have a capital improvements budget in FY13, it is the duty of the CBHE to communicate the capital needs of the institutions to the Governor and General Assembly on an annual basis. The intent of this agenda item is to provide the board with staff recommendations for prioritized lists - one for four-year institutions and Linn State and the other for community colleges.

### **Background**

In preparation for the FY11 budget request, and at the suggestion of the Governor and the Joint Committee on Capital Improvements and Leasing, the CBHE reinstated a prioritization process for the capital improvements request. This prioritization process is guided by the CBHE's existing policy guidelines regarding capital prioritization. Although there is substantial interest in reviewing and possibly updating these guidelines, other priorities and pressing business has prevented this review from being conducted.

### **Staff Recommendations**

#### **Lewis and Clark Discovery Initiative (LCDI)**

There are twelve LCDI projects (Attachment A) that continue to have a valid appropriation from the Lewis and Clark Discovery Fund. However, because of MOHELA's current inability to make scheduled payments, reimbursements for these projects have been suspended indefinitely. These projects have an appropriation in HB 17 (2011), but those expenditures were restricted by the Governor since no funding is available. The fulfillment of these prior commitments from the state, regardless of fund source, remains the top staff recommendation to the CBHE.

### **Further Prioritization**

#### **Scope**

The Missouri Department of Higher Education (MDHE) evaluation process focused solely on each institution's top priority. There are many projects beyond the top institutional priorities for each institution that are more than worthy of state funding and would represent wise investments. However, recognizing the fiscal realities facing the state, a determination was made to give sole focus to the top priorities since the associated costs with just those projects are significant.

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## **Structure of the Recommendation**

As a second set of priorities after the LCDI projects, staff recommendations for the FY13 budget are presented in two separate prioritized lists – one for each sector (Attachments B and C) – that include the top priority of each public institution of higher education. Linn State Technical College is included with the universities because its governance and funding structure are consistent with that sector. This approach is consistent with the prioritization guidelines, used to clearly communicate the needs of different sectors, and used due to the fundamental differences in terms of governance, financial structure and mission between community colleges and public universities. In addition, this approach highlights the relative priorities within sectors without engendering inappropriate comparisons and competition.

## **Other Categories**

### **Statewide Issues**

The University of Missouri submitted information about one project that is not an educational facility: the new State Historical Society and Museum. This project is not a part of the CBHE process and is not evaluated and ranked against higher education projects. Information on this project will be submitted to the Governor and General Assembly. (Attachment D)

### **Statutory Requirement**

The University of Missouri is required by statute to annually request funding for engineering equipment. The amount of this request is dictated by the statute. Because this request is of a fundamentally different nature than the higher education capital projects, it too is not prioritized among the capital projects but is submitted to the Governor and General Assembly. (Attachment D)

## **Conclusion**

As the facility needs on campuses across the state have continued to grow unaddressed, it has become even more evident that the Board's existing guidelines for prioritizing capital projects are in need of a thorough review. This is a sentiment shared by many in the higher education community as there has not been a robust, engaged review of the guidelines and process for prioritizing capital projects for many years. In addition, a specific issue has been raised about the need to consider the proportionality between sectors in capital improvement recommendations.

For the purposes of this budget recommendation, MDHE staff has endeavored to apply the existing policy guidelines to the projects submitted for consideration in a straightforward manner. The staff has confidence that the recommended priorities are valid in terms of consistency with existing Board policy, and that they reflect sorely needed and worthy investments of state resources.

## **STATUTORY REFERENCE**

Section 163.191, RSMo, State aid to community colleges

Chapter 33.220, RSMo, submission of annual appropriation requests

Section 173.020, RSMo, CBHE statutory responsibility to plan systematically for the state higher education system

## **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the establishment of the remaining Lewis and Clark Discovery projects as the top priorities for any available funding for higher education capital projects and direct the Commissioner of Higher Education to communicate this action to the Governor and General Assembly.**

**It is further recommended that the Coordinating Board approve the attached Capital Improvement Priorities list and direct the Commissioner of Higher Education to transmit these priorities to the Governor and General Assembly.**

## **ATTACHMENT(S)**

Attachment A:	Capital Improvement Priorities – Remaining LCDI Projects
Attachment B:	Capital Improvement Priorities – Community Colleges
Attachment C:	Capital Improvement Priorities – Universities and Linn State
Attachment D:	Capital Improvement Priorities – Statewide Issues & Statutorily Required Request

**COORDINATING BOARD FOR HIGHER EDUCATION  
FY 2013 - CAPITAL IMPROVEMENT PRIORITIES**

Staff Recommendations

**REMAINING LCDI PROJECTS**

Missouri State - FREUP Phase I (remaining partial funding)	\$	19,126,096
Truman State -Pershing Building (remaining partial funding)	\$	10,222,081
UM-St. Louis-Benton & Stadler Halls	\$	27,689,536
UM-Columbia-Ellis Fischel Cancer Center	\$	30,837,051
UM-Delta Research Center	\$	1,703,230
UM-Southwest Education & Outreach Center	\$	3,015,650
UM-Graves-Chapple Facility	\$	548,791
UM-Horticulture & Agroforestry Center	\$	2,982,918
UM-Wurdack Farm	\$	503,266
UM-Thompson Farm	\$	659,603
UM-Greenley Learning & Discovery Park	\$	1,848,723
UM-McCredie, Midwest Clayplan	\$	599,790
	<b>\$</b>	<b>99,736,735</b>

Note: Southeast Missouri State University's Business Incubator project, with an FY 2009 appropriation of \$4,500,000, was not included for reappropriation in FY 2012.

**COORDINATING BOARD FOR HIGHER EDUCATION  
FY 2013 - CAPITAL IMPROVEMENT PRIORITIES  
Staff Recommendations**

**COMMUNITY COLLEGES**

<b>Ranking</b>	<b>Score</b>	<b>Institution</b>	<b>Project</b>	<b>State Request</b>	<b>Non-State Match</b>	<b>Total Cost</b>
1	7.02	Moberly Area Community College	Renovations/Expansion, Communications Infra.	\$932,500	\$932,500	\$1,865,000
2	5.89	North Central Missouri College	Geyer Hall Renovation	\$4,446,300	\$0	\$4,446,300
3	5.75	St. Louis Community Colleges	Science Lab Renovations	\$7,000,000	\$3,000,000	\$10,000,000
4	5.66	Mineral Area College	Science/Allied Health Expansion	\$3,000,000	\$3,000,000	\$6,000,000
5	5.10	St. Charles Community College	New Life Sciences Facility	\$4,425,000	\$4,425,000	\$8,850,000
6	4.87	Three Rivers Community College	Academic Resource Commons	\$2,497,600	\$1,070,400	\$3,568,000
7	4.71	East Central College	General Classroom Building	\$6,242,120	\$6,242,120	\$12,484,240
8	4.64	Crowder College	Webb City Workforce Dev. Center	\$3,000,000	\$3,000,000	\$6,000,000
9	4.52	State Fair Community College	Automotive & Welding Technology Center	\$2,127,268	\$0	\$2,127,268
10	4.17	Ozarks Technical Community College	New Career Training Center	\$10,737,157	\$0	\$10,737,157
11	3.72	Metropolitan Community Colleges	St. Joseph Education Center	\$13,400,000	\$2,200,000	\$15,600,000
12	3.37	Jefferson College	New Allied Health Building	\$18,901,177	\$0	\$18,901,177
				<b>\$76,709,122</b>	<b>\$23,870,020</b>	<b>\$100,579,142</b>

**COORDINATING BOARD FOR HIGHER EDUCATION**  
**FY 2013 - CAPITAL IMPROVEMENT PRIORITIES**  
 Staff Recommendations

**UNIVERSITIES AND LINN STATE**

<b>Ranking</b>	<b>Score</b>	<b>Institution</b>	<b>Project</b>	<b>State Request</b>	<b>Non-State Match</b>	<b>Total Cost</b>
1	6.66	Truman State University	Baldwin/McClain Renovation	\$41,595,000	\$2,347,007	\$43,942,007
2	5.67	Linn State Technical College	Engineering Technology Renovation	\$4,553,708	\$0	\$4,553,708
3	5.60	Southeast Missouri State University	Campus-wide Renovations	\$19,519,659	\$0	\$19,519,659
4	5.59	University of Missouri- Columbia	Lafferre Hall Renovation/Addition	\$67,408,000	\$0	\$67,408,000
5	5.37	University of Missouri- St. Louis	Optometry/Nursing Complex	\$67,578,000	\$16,894,000	\$84,472,000
6	5.17	Harris-Stowe State University	Vashon Center Renovation	\$15,793,444	\$2,500,000	\$18,293,444
7	5.13	University of Missouri- Kansas City	School of Medicine Renovation/Health Sciences Building	\$46,769,000	\$27,336,000	\$74,105,000
8	4.90	Missouri Univ. of Science & Technology	Chemistry/Biological Sciences Renovation	\$27,541,000	\$0	\$27,541,000
9	4.56	Northwest Missouri State University	Comm, Fine & Performing Arts	\$5,323,956	\$0	\$79,462,037
10	4.46	Lincoln University	New Science Building	\$50,077,660	\$0	\$50,077,660
11	4.40	Missouri State University	Ozarks Health & Life Sciences Center Phase I	\$26,834,232	\$10,647,593	\$55,403,722
12	4.38	Missouri Southern State Univ.	Reynolds Hall Renovation/Addition	\$36,390,399	\$0	\$36,390,399
13	4.22	University of Central Missouri	New Science Building	\$55,485,125	\$0	\$55,485,125
14	4.15	Missouri Western State University	Potter Hall Renovation/Addition	\$37,009,645	\$0	\$37,009,645
				\$501,878,828	\$59,724,600	\$653,663,406

**COORDINATING BOARD FOR HIGHER EDUCATION  
FY 2013- CAPITAL IMPROVEMENT REQUESTS**

<b>Statewide Issue</b>	<u>State Request</u>	<u>Local Funds</u>	<u>Total</u>
State Historical Society Building & Museum	\$48,337,194	\$0	\$48,337,194
<b>Statutorily Required Request</b>			
<u>Engineering Equipment</u>			
MU	\$402,000	\$402,000	\$804,000
UMKC	\$73,200	\$73,200	\$146,400
Missouri S&T	\$840,000	\$840,000	\$1,680,000
UMSL	\$67,200	\$67,200	\$134,400
Total Capital Equipment	<u>\$1,382,400</u>	<u>\$1,382,400</u>	<u>\$2,764,800</u>
<u>Engineering Equipment Backlog (2003-2012)</u>			
MU	\$2,988,000		
UMKC	\$427,200		
Missouri S&T	\$5,256,000		
UMSL	\$228,000		
Total Capital Equipment	<u>\$8,899,200</u>		

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Recommendations for MDHE Operating and Student Financial Assistance Appropriations  
Coordinating Board for Higher Education  
September 8, 2011

### DESCRIPTION

Staff recommendations for the FY 2013 internal operating appropriation request for the Department of Higher Education and the state student financial assistance programs are included in this section.

#### A. Coordination

##### 1. Administration

FY12 Core Appropriation	\$1,233,441 (22.58 FTE)
FY13 Core Request	\$1,233,441 (22.58 FTE)

The Missouri Department of Higher Education (MDHE) serves the state system of higher education through the public institutions, the independent colleges and universities, proprietary schools, and more than 406,000 students. Primary responsibilities include statewide planning for postsecondary education, submission of a unified annual budget request, approval/review of new degree programs, administration of state student financial assistance programs and the Federal Family Education Loan Program (FFELP), working collaboratively with K-12 and the Department of Economic Development on P-20 initiatives, and administration of the proprietary school certification program.

This appropriation also includes the Quality Improvement Revolving Fund that allows the collection of revenue on a cost-recovery basis from workshops and conferences provided by the MDHE to be used to support future workshops and conferences. The fund may also be used for distribution of certain federal money to institutions and more efficient use of proprietary certification funds.

##### 2. Program Distribution

###### a. Midwest Higher Education Compact

FY12 Core Appropriation	\$95,000
FY13 Core Request	\$95,000

Section 173.700, RSMo, authorizes Missouri's membership in the Midwestern Higher Education Compact (MHEC), naming the CBHE as the administrative agent. All of

Missouri's public two- 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 out-of-state institutions at 150 percent of the resident student tuition rates. Other programs include joint purchasing of natural gas and property insurance through pooled arrangements involving member institutions. Missouri, which was one of the original founding states of MHEC, has realized over \$46.8 million in savings since 1990.

**b. Improving Teacher Quality Grant (formerly known as the Eisenhower Program)**

FY12 Core Appropriation	\$1,782,422	(1 FTE)
FY13 Core Request	\$1,782,422	(1 FTE)

The core appropriation of \$1,782,422 in federal funds comes from a U.S. Department of Education grant to enhance teacher education in mathematics and science, as authorized by Title II of the Elementary and Secondary Education Act. These funds are allocated to projects designed by higher education institutions and qualifying nonprofit organizations in cooperation with eligible K-12 school districts to improve mathematics and science education in grades K-12. In FY 2012, the CBHE will utilize 1.0 FTE for this program.

**c. Proprietary School Bond Fund**

FY12 Core Appropriation	\$100,000
FY13 Core Request	\$100,000

Section 173.612, RSMo, requires each proprietary school to file a security deposit with the 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. The MDHE holds a security deposit from each proprietary school ranging from a minimum of \$5,000 to a maximum of \$25,000. This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.

**d. Federal and Donated Funds**

FY12 Core Appropriation	\$2,000,000E
FY13 Core Request	\$2,000,000E

This appropriation provides MDHE with spending authority for any private or federal grants received by the agency. It will also be used to expend the funds donated by MOHELA for the Advanced Placement Incentive Grant awarded to MDHE in FY 2012.

**e. College Access Challenge Grants**

FY 12 Core Appropriation	\$2,249,306E
FY 13 Core Request	\$2,249,306E

The MDHE has been awarded a federal College Access Challenge Grant (CACG) of approximately \$1.1 million in federal grant funds for FY 2009 and 2010. The CACG program, enacted in the fall of 2007 by Congress as part of the College Cost Reduction and Access Act, will be used to increase the number of Missouri students who view postsecondary education as a viable option for their futures. For FY 2011, a similar award level as FY 2010 is anticipated.

The MDHE will use the grant to implement a two-pronged approach aimed at increasing the rates of Missourians who attend and succeed in higher education. The activities are focused on increasing financial literacy and awarding competitive grants to build and strengthen outreach activities.

**f. Nursing Education Grants**

FY 12 Core Appropriation	\$1,000,000
FY 13 Core Request	\$1,000,000

This appropriation will be used to award competitive grants from the Board of Nursing Fund to eligible higher education institutions based on parameters set forth by the State Board of Nursing in conjunction with MDHE to enhance and expand nursing education programs. Grant award amounts shall not exceed \$150,000 and no campus shall receive more than one grant per year.

**g. Advanced Placement Incentive Grant**

FY 13 New Decision Item	\$1,000,000
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The Advanced Placement Incentive Grant was established in HB 223/231 during the 2011 legislative session. This 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 (3) or higher on advanced placement tests in mathematics or science while attending a Missouri public high school. A \$1 million donation was received by MOHELA to administer this grant.

**B. Financial Assistance and Outreach**

**1. Program Distribution**

**a. Academic Scholarship Program (Bright Flight)**

FY12 Core Appropriation	\$15,269,250E
FY13 Core Request	\$13,269,250E

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who have a composite score in the top

5 percent of all Missouri students taking the ACT or the SAT during their senior year of high school. The maximum scholarship award is \$3,000 per academic year for students in the top 3 percent of test takers, and \$1,000 for students in the top 4<sup>th</sup> and 5<sup>th</sup> percentiles. The top 3 percent must receive a full award (\$3,000) before students in the top 4<sup>th</sup> and 5<sup>th</sup> percentiles receive any award. Scholarships are renewable until the first bachelor's degree is received or ten semesters are attended, whichever occurs first. FY 2011 was the first year of implementation of the statutory expansion of this program beyond \$2,000 for the top 3 percent of test takers, and there was a need for additional funding to continue to provide the awards established in law. However, this increase has not been funded. There was a \$2 million expenditure restriction placed on this program for FY 2012, and at the direction of the governor's budget office this restriction is being carried forward to FY 2013. In addition, \$1 million of this appropriation is from the Guaranty Agency Operating Fund which may not be able to provide that funding in FY 13.

**b. Access Missouri Financial Assistance Program**

FY12 Core Appropriation	\$64,827,307
FY13 Core Request	\$64,827,307

The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need based on an annual evaluation of the applicant's expected family contribution (EFC) and meet the other statutory eligibility requirements for this scholarship. Through a gift from MOHELA, \$30 million was added to the program for FY 2011 and 2012. For FY 2013 is it not anticipated that there will be \$30 million available from MOHELA and awards amounts will decrease substantially below the portion of the statutory minimum at which they are currently set if replacement funding is not provided. The requirement to present offsetting cuts to any funding increase has precluded a formal requested increase, although a request for increased funding is presented in the alternative budget under Tab F.

**c. Public Service Officer's Survivor Grant Program**

FY12 Core Appropriation	\$100,000
FY13 Core Request	\$100,000

This 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. For FY 2013, it is projected that 20 students will be 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 paid at the institution which the student attends.

**d. A+ Schools Program**

FY12 Core Appropriation	\$29,413,326E
FY13 Core Request	\$29,413,326E

The A+ Scholarship component of the A+ School Improvement Program was transferred from the Department of Elementary and Secondary Education (DESE) to the MDHE with Executive Order 10-16 during the 2010 legislative session. The A+ Scholarship, which provided approximately \$29 million in FY 2012, reimburses tuition and general fees for students who attend A+ designated high schools for three years prior to graduation. While in high school the students must meet certain eligibility criteria, including maintenance of a 2.5 grade point average and a 95% attendance record, as well as 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 a participating public community college, public vocational or technical school, or two-year private vocational or technical school that meets statutory requirements. Students must attend full-time and maintain a 2.5 grade point average at the postsecondary level. For FY 2012 \$7 million of this appropriation is from the Guaranty Agency Operating Fund which may not be able to provide that funding in FY 2013.

**e. The Vietnam Veteran Survivor Grant Program**

FY12 Core Appropriation	\$50,000
FY13 Core Request	\$50,000

This program provides educational grants to eligible survivors of certain Vietnam veterans. For FY 2012, staff projects seven students will receive this grant. To be eligible, an applicant must be a child or spouse of a deceased veteran who served in the military in Vietnam or the war zone in Southeast Asia and who was a Missouri resident when first entering military service and at the time of death. Grant recipients must enroll full-time in programs leading to a certificate, associate degree, or baccalaureate degree at an approved Missouri postsecondary institution. The maximum grant award is the lower of the actual tuition charged a full-time student at the approved institution where the eligible survivor is enrolled or the average amount of tuition charged for a full-time Missouri resident at the four regional institutions.

**f. Marguerite Ross Barnett Memorial Scholarship Program**

FY12 Core Appropriation	\$363,375E
FY13 Core Request	\$363,375E

The Marguerite Ross Barnett Memorial Scholarship Program is the only state-funded scholarship available for part-time students. The scholarship is especially important for individuals already in the workplace seeking to upgrade skills. Projections for FY 2012 indicate approximately 170 students will be served by the program, a decline of 20 students from the FY 2010 level. This is approximately 70 percent of the eligible

students that apply for the scholarship. The scholarship is need-based and is calculated using the Federal Needs Analysis Formula.

**g. The Kids' Chance Scholarship Program**

FY12 Core Appropriation	\$27,750
FY13 Core Request	\$27,750

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 (currently \$534,449) and projected interest as the fund continues to grow. Based on the award level offered by the Kids' Chance of Missouri board (the private organization that prompted this scholarship and with which the MDHE cooperates in operating this program), funding will be available in FY 2013 for approximately 11 scholarships for eligible students.

**h. Minority Teaching Student Scholarships**

FY12 Core Appropriation	\$169,000
FY13 Core Request	\$169,000

This program provides \$2,000 scholarships to Missouri minority high school graduates and college students who enter and make a commitment to pursue a teacher education degree and meet certain academic standards. The scholarship is converted to a loan if recipient does not fulfill the obligation to become a certified teacher and teach for five years in a Missouri public school district. Once converted, the loans must be repaid, with interest, within two years. Based on current application numbers, it is anticipated that approximately 50 awards per year will continue to be made through this program.

**i. Minority and Underrepresented Environmental Literacy Program**

FY12 Core Appropriation	\$82,964
FY13 Core Request	\$82,964

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 is projected to serve approximately 16 students for FY 2013.

**j. The War Veterans' Survivor Grant Program**

FY12 Core Appropriation	\$281,250
FY13 Core Request	\$281,250

HB 1678 (2008) established this new program 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. The law allows for a maximum of 25 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. Although this program also allows part-time attendance, this estimate is based on 12 hours of attendance. Based on these amounts, the maximum annual award would be \$11,250, requiring an appropriation of \$281,250 to fund 25 awards.

**k. Advantage Missouri Program**

FY12 Core Appropriation	\$15,000E
FY13 Core Request	\$15,000E

This appropriation is required to occasionally make refunds to students who had participated in the Advantage Missouri Loan and Loan Forgiveness Program, entered into repayment of the Advantage award, and eventually overpaid their obligation.

**l. GEAR UP Program Scholarships**

FY12 Core Appropriation	\$450,000E
FY13 Core Request	\$450,000E

The MDHE was awarded a federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant in 1999, which was intended to help improve the educational attainment of Missouri citizens. The in-school components of the program were completed in 2008 and the remaining function is a scholarship program for eligible students who participated in program activities at GEAR UP high schools. Students are eligible to receive GEAR UP scholarships based on high school performance and financial need. This appropriation allows the MDHE to award scholarships to the approximately 70 students in the program.

**C. Missouri Student Loan Program (Federal Funds)**

**1. Administration**

FY12 Core Appropriation	\$11,448,012 (52.09 FTE)
FY13 Core Request	\$11,448,012 (52.09 FTE)

The Missouri Student Loan Program (MSLP) is a guaranty agency for the Federal Family Education Loan (FFEL) 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 \$4 billion. The core request is from the Guaranty Agency Operating Fund. No general revenue funds are requested.

**2. Guaranty Functions**

**a. Student Loan Revolving Fund**

FY12 Core Appropriation	\$145,000,000E
FY13 Core Request	\$145,000,000E

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.

**b. Collection Agency Invoicing**

FY12 Core Appropriation	\$4,000,000E
FY13 Core Request	\$4,000,000E

The department requires that all collection agencies transmit all collections to the MDHE and then submit invoices for their fees. Continued authority in the amount of \$4,000,000 is needed for this purpose.

**c. Federal 48-hour Rule Reimbursement**

FY12 Core Appropriation	\$500,000
FY13 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.

**d. Transfer Appropriations**

From Federal Student Loan Reserve Fund to Guaranty Agency Operating Fund

FY12 Core Appropriation	\$8,000,000E
FY13 Core Request	\$8,000,000E

From Guaranty Agency Operating Fund to Federal Student Loan Reserve Fund

FY12 Core Appropriation	\$1,000,000E
FY13 Core Request	\$1,000,000E

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.

**e. Tax Refund Offsets**

FY12 Core Appropriation	\$250,000E
FY13 Core Request	\$250,000E

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.

**STATUTORY REFERENCE**

Authority granted under Sections 173.005, RSMo, through 173.750

**RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the FY 2013 MDHE internal budget and student financial assistance appropriation request, as presented, for submission to the Governor and General Assembly.**

**ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Recommendations for the FY13 Additional Budget Transmission  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

As indicated in Tab C, Recommendations for Public Institutions' Base Operating Appropriations, the Office of Administration's Budget Director has instructed agencies not to request funding increases for FY13. As such, the MDHE's official recommendation for the FY13 budget request does not include requests for increases. However, there is still value in taking this annual opportunity to put forward a representation of the needs of Missouri higher education, and the development of this additional budget recommendation is being used for that purpose.

### **ADDITIONAL BUDGET REQUEST**

#### **Higher Education Institutions**

The additional requests regarding institutional budgets follow the funding policies developed by the Higher Education Funding (HEF) Task Force, adopted by the Coordinating Board in 2008. In preparation of the additional budget, institutions were asked to provide recommendations to MDHE staff about each of the HEF components.

The alternative recommendations for the FY13 base operating appropriations for public institutions represent two separate requests for "Maintaining Quality and Opportunity" through funding the core missions. These requests are the top priority, consistent with the HEF policy. In addition, the staff recommends that the additional budget request include a request for "Improving Quality and Opportunity" through a "Maintenance, Repair, and Equipment" strategic initiative. There is not a request associated with performance funding for FY13 as this will serve as a baseline year ahead of an implementation request for performance funding in FY 2014 as planned by the CBHE Task Force on Performance Funding.

#### **Maintaining Quality and Opportunity – Core Missions**

"Maintaining Quality and Opportunity" involves the support of institutions' core missions through stable and increased state appropriations to fund established programs and services and to meet fixed cost increases. MDHE staff recommends the advancement of this goal by an increase in institutions' operating budgets.

The FY13 recommendation is a \$36.2 million increase in institutions' base budgets, which represents a 4.3% increase over the FY 2012 base budget. This increase represents approximately two years of inflation that has not been addressed with state funding increases. This investment would be used to maintain affordability, and college and university programs and services at existing levels. This request may provide minimum cost-of-living increases for employees; address mandatory increases in benefit costs; and assist in meeting increased costs in library acquisitions, utilities, scholarships, and general equipment. While the amount of this request is not sufficient to meet the basic inflationary costs facing institutions, especially in the face of growing enrollments, it would provide some acknowledgment of these costs with sensitivity to the state's fiscal condition.

#### Maintenance, Repair, and Equipment – Strategic Initiative

Maintenance, Repair, and Equipment (MRE) is a strategic initiative designed to support the retention of value of the physical assets in public higher education and improve the teaching and learning environment for students, faculty, and staff at Missouri's colleges and universities.

MRE would also recognize that the provision and maintenance of up-to-date computer systems is a basic necessity, nearly as important as power and water on today's college campus. Additional resources provided by this initiative will support better prepared graduates to compete successfully in the 21st century.

The outcomes of this initiative are:

- Updated facilities to address critical safety and accessibility issues
- Increased usage of environmentally friendly and efficient utility systems
- Increased support for the preservation of facilities to prevent early deterioration and more costly replacement or major repair
- Increased support for addressing deferred maintenance and repair to bring buildings and equipment back up to standards
- Increased support for the replacement and modernization of information technology

This initiative seeks to distribute to each institution funding equal to 1.5% of an institution's facility replacement value. The total request is for \$119.5 million and the distribution is illustrated on the attachment.

#### Performance Funding Formula

Through the CBHE's Task Force on Performance Funding, a performance funding formula is currently under development. It is anticipated that FY13 will serve as a baseline year for the establishment of performance metrics and data collection, upon which a budget request in FY 2014 will be based. Thus there is no request for funding in FY13.

**Student Financial Assistance**

**Academic Scholarship Program (Bright Flight)**

FY12 Core Appropriation (actual)	\$13,269,250
FY13 Requested Increase	\$9,530,750

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who have a composite score in the top 5 percent of all Missouri students taking the ACT or the SAT during their senior year of high school. The maximum scholarship award is \$3,000 per academic year for students in the top 3 percent of test takers, and \$1,000 for students in the top 4<sup>th</sup> and 5<sup>th</sup> percentiles. The top 3 percent must receive a full award (\$3,000) before students in the top 4<sup>th</sup> and 5<sup>th</sup> percentiles receive any award. FY 2011 was the first year of implementation of the statutory expansion of this program beyond \$2,000 for the top 3 percent of test takers, and there was a need for additional funding to continue to provide the awards established in law. However, this increase has never been funded. For FY 2012 there was a \$3 million increase over the FY 2011 spending level, but then a \$2 million expenditure restriction. This request is intended to replace that restricted funding and fund the statutory awards of \$3,000 for all students scoring in the top 3%, and \$1,000 for students who were eligible in the 4<sup>th</sup> and 5<sup>th</sup> percentiles over the past two years.

**Access Missouri Financial Assistance Program**

FY12 Core Appropriation (actual)	\$63,827,307
FY13 Requested Increase	\$30,000,000

The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need based on an annual evaluation of the applicant's expected family contribution (EFC) and meet the other statutory eligibility requirements for this scholarship. Because of the continued growth in the number of eligible applicants for this program, and budget cuts in FY 2010 and FY 2011, award amounts have eroded significantly. Through a gift from MOHELA, \$30 million was added to the program for FY 2012 as it was in FY 2011 and awards for FY 2012 are currently set below the statutory minimums. For FY13 it is not anticipated that there will be \$30 million available from MOHELA. This increase intended to acknowledge the loss of that \$30 million for FY13 and, if funded, prevent further erosion of the award amounts and may make it possible to maintain the percentage of the minimum awards paid in FY 2012. If an alternative source for the \$30 million is found, an additional increase could raise award amounts up near the statutory maximums.

**A+ Program**

FY12 Core Appropriation	\$29,413,326
FY13 Requested Increase	\$3,500,000

The A+ Scholarship, which contained approximately \$29.4 million in FY 2012, reimburses tuition and general fees for students who attend A+ designated high schools for three years prior to graduation. For FY 2012, \$7 million of this appropriation is from the Guaranty Agency Operating Fund which may not be able to provide that funding in FY13. In addition, the cost of

the program will likely increase in FY13 due to tuition and fee increases at community colleges and other eligible institutions, as well as due to increases in the number of eligible students as additional high schools have been designated as A+ high schools. In addition to the maintenance of the core \$7 million, a very rough, preliminary estimate of increased costs for this program is \$3.5 million

**Missouri Returning Heroes' Education Act**

FY13 New Decision Item Request

\$841,143

SB 380 (2008) created the Missouri Returning Heroes' Education Act that requires public institutions of higher education to charge no more than \$50 per credit hour for certain veterans. Institutions may include information about the amount of tuition waived pursuant to the act in their budget requests to the CBHE, and the CBHE may include that information in its budget recommendations to the Governor and the legislature. This request reflects the amount of tuition expected to be waived pursuant to this program during the 2009-10 academic year that was not reimbursed to institutions by the state.

**Conclusion**

With the economic recovery moving very slowly and state revenue collections following suit, there is simply very little, if any, revenue available to address financial needs in state government, including higher education. This situation is exacerbated in FY13 by the loss of approximately \$460 million in federal stabilization funding as well as the loss of other one-time funding sources used in the FY 2012 budget. While the higher education community continues to find ways to operate more efficiently and accommodate rapidly growing enrollments, affordable programs and services of quality cannot be maintained indefinitely with existing resources. The formal request for FY13 adheres to the conditions put forth by the Office of Administration. However, this additional set of recommendations has been developed and is recommended to be communicated in the transmission of the unified FY13 budget request sent to the Governor and the General Assembly so that policy makers can be aware that additional investment in higher education is needed in order maintain affordability for students and families, and the quality programs and services needed to meet the urgent challenges of human development and workforce preparation.

**STATUTORY REFERENCE**

Section 163.191, RSMo, CBHE statutory responsibility to develop an appropriations request for community colleges

Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported university

Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

## **RECOMMENDED ACTION**

It is recommended that the board direct the Commissioner of Higher Education to transmit the additional budget request to ensure the Governor and the General Assembly are aware of the magnitude of need faced by higher education institutions for maintaining quality and opportunity.

## **ATTACHMENT**

MRE – Maintenance, Repair, and Equipment Strategic Initiative

**MRE - Maintenance, Repair, and Equipment  
Strategic Initiative**

	Replacement Value*	1.5% of Replacement Value
Crowder College	\$48,940,000	\$734,100
East Central College	\$50,775,073	\$761,626
Jefferson College	\$89,480,192	\$1,342,203
Metropolitan Community College	\$283,166,626	\$4,247,499
Mineral Area College	\$43,543,000	\$653,145
Moberly Area Community College	\$42,526,721	\$637,901
North Central MO College	\$26,362,401	\$395,436
Ozarks Technical Community College	\$81,600,632	\$1,224,009
St. Charles Community College	\$92,570,000	\$1,388,550
St. Louis Community College	\$383,000,000	\$5,745,000
State Fair Community College	\$44,324,792	\$664,872
Three Rivers Community College	\$35,736,000	\$536,040
<b>Community College subtotal</b>	<b>\$1,222,025,437</b>	<b>\$18,330,382</b>
Linn State Technical College	\$46,082,695	\$691,240
Harris-Stowe State University	\$82,374,132	\$1,235,612
Lincoln University	\$190,646,827	\$2,859,702
MO Southern State University	\$194,241,606	\$2,913,624
MO State University	\$388,002,482	\$5,820,037
MO Western State University	\$284,990,818	\$4,274,862
Northwest MO State University	\$224,591,473	\$3,368,872
Southeast MO State University	\$482,000,000	\$7,230,000
Truman State University	\$208,247,265	\$3,123,709
University of Central Missouri	\$342,659,115	\$5,139,887
University of Missouri System	\$4,303,106,822	\$64,546,602
<b>Universities subtotal</b>	<b>\$6,700,860,540</b>	<b>\$100,512,908</b>
<b>GRAND TOTAL</b>	<b>\$7,968,968,672</b>	<b>\$119,534,530</b>

\*Does not include auxiliary facilities.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Foster Care Tuition Waiver Program – Community Service/Public Internship Requirement  
Coordinating Board for Higher Education  
September 8, 2011

### **BACKGROUND**

During the 2009 legislative session, a program was established directing the Coordinating Board to make provisions for public institutions of higher education to grant a tuition and fee waiver for certain foster care or residential care students taking undergraduate courses at those institutions. The intent of this agenda item is to identify acceptable community service/public internship options as required of recipients under this program.

### **DISCUSSION**

In order to maintain their eligibility to receive a tuition waiver under the program, the student must complete a minimum of one hundred hours of community service or public internship. An additional responsibility of the MDHE is, in collaboration with participating state institutions of higher education, to determine the community service and public internships that students may participate in to meet this requirement.

The MDHE drafted an initial proposal relating to the type of activities that would fulfill this program requirement. That draft was shared with eligible colleges and universities to request comments and recommendations. At the time of the preparation of the CBHE meeting materials, this information is not complete. A final copy of this item, including proposed criteria, will be distributed prior to the Coordinating Board meeting for review and possible action.

### **CONCLUSION**

In order for this program to become operational for the fall 2011 semester, it is crucial that the Coordinating Board approve the criteria for the community service or public internship hours at this time. Establishing these criteria ensure compliance with the statutory provisions of the program and provide a solid basis for the initial operation of the program.

### **STATUTORY REFERENCE**

Section 173.270, RSMo

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the presented criteria for the operation of the Foster Care and Residential Care Tuition Waiver Program.**

### **ATTACHMENT**

Section 173.270, RSMo, Foster Care and Residential Care Tuition Waivers  
Coordinating Board for Higher Education  
September 8, 2011

# *Missouri Revised Statutes*

## **Chapter 173: Department of Higher Education** **Section 173.270**

August 28, 2010

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173.270. 1. The coordinating board for higher education shall make provisions for institutions under the board's jurisdiction to award a tuition and fee waiver for undergraduate courses at state institutions of higher education for any student, beginning with incoming freshmen in the 2010 fall semester or term, who:

- (1) Is a resident of this state;
- (2) Has graduated within the previous three years from high school or passed the GED examination; and
- (3) Has been in foster care or other residential care under the department of social services on or after:
  - (a) The day preceding the student's eighteenth birthday;
  - (b) The day of the student's fourteenth birthday, if the student was also eligible for adoption on or after that day; or
  - (c) The day the student graduated from high school or received a GED.

2. To be eligible for a waiver award, a student shall:

- (1) Apply to and be accepted at the institution not later than:
  - (a) The third anniversary of the date the student was discharged from foster or other residential care, the date the student graduated from high school, or the date the student received a GED, whichever is earliest; or
  - (b) The student's twenty-first birthday;
- (2) Apply for other student financial assistance, other than student loans, in compliance with federal financial aid rules, including the federal Pell grant;
- (3) Apply to the coordinating board for higher education for a determination of eligibility. Application shall be on forms and in a manner prescribed by rule of the coordinating board; and

(4) Complete a minimum of one hundred hours of community service or public internship within a twelve-month period beginning September first for each year in which the student is receiving a tuition and fee waiver award under this section. The department of higher education, in collaboration with participating state institutions of higher education, shall by rule determine the community service and public internships that students may participate in to meet the requirements of this subdivision. A student may fulfill this requirement by completing the necessary community service or public internship hours during the summer.

3. The tuition and fee waiver provided by this section shall be awarded on an annual basis, subject to appropriation to reimburse the institution, and shall continue to be available, if the student is otherwise eligible under this section, as long as the student remains in good academic standing at the state institution of higher education. The institution shall monitor compliance with subdivision (4) of subsection 2 of this section and report it to the department of higher education.

4. The waiver provided by this section for each eligible student may be used for no more than four years of undergraduate study and may only be used after other sources of financial aid that are dedicated solely to tuition and fees are exhausted.

5. No student who is enrolled in an institution of higher education as of August 28, 2009, shall be eligible for a waiver award under this section.

6. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2009, shall be invalid and void.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary Legislation  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

During the last legislative session, a proposal was introduced, with the support of the Coordinating Board, to revise the fee structure of the Proprietary School Certification Program. While that proposal was not approved by the General Assembly, the Missouri Department of Higher Education (MDHE) staff continues to believe this change will be beneficial to the integrity and strength of this important program. The intent of this item is to update the board concerning this proposal and to seek continued support for this legislative initiative.

### **Background**

Through the Proprietary School Certification Program, the MDHE provides oversight of certain private Missouri-based and out-of-state postsecondary education providers. The central focus of the program is consumer protection. This is accomplished through the establishment of standards for school operation and monitoring of those operations to ensure students are treated in a fair and equitable manner and receive education and training consistent with the published objectives of the instructional programs and the school.

The MDHE currently certifies approximately 145 institutions to operate in Missouri, constituting more than 180 instructional locations. Annually, these institutions enroll in excess of 70,000 students and graduate more than 20,000 individuals into the state's workforce. They offer more than 2,000 instructional programs ranging from short-term technical programs through graduate-level academic degrees.

Currently, the Proprietary School Certification Program is funded by appropriations from the General Revenue fund. Although a certification or license fee is established in statute (Section 173.606, RSMo) and paid annually by all certified schools, those fees are deposited into the general fund and are not directly used to fund program operations. In addition, those fees were last revised in 1991.

### **Proposed Legislation**

Department staff is proposing that the segment of the proprietary school certification statute containing the current fee formula be replaced with a broader authority for the Coordinating Board to establish the fee structure. The new fee structure would be developed with input from licensed schools and would be promulgated through the standard administrative rule process. In addition, in order to ensure the fees are available to fund program operations, the proposal would

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September 8, 2011

include the establishment of a dedicated fund into which the fees would be deposited and from which program costs would be paid. This approach is used by a number of other states across the country and would likely result in a “fee-for-service” structure for activities conducted by certification program staff. It is believed this will help insulate program funding from the fluctuations of the general state budget, while helping to ensure the program has the flexibility and resources to meet the needs of students and the state now and into the future.

To be clear, this process may result in a substantive increase in the fees paid by many schools certified to operate by the MDHE. This is the result of two facts. First, the current fee levels only cover approximately 75 percent of the existing cost of program operations. Second, additional resources, both human and financial, are needed to maintain acceptable levels of quality and responsiveness within the program. However, because the process is transparent and public and ensures meaningful involvement of affected schools in the fee-setting process, we do not anticipate substantial opposition by licensed schools. MDHE staff has been working with the Missouri Association of Private Career Colleges and Schools (MAPCCS) and other interested parties to address any outstanding concerns or reservations about this change.

In addition to this substantive change, the MDHE staff is recommending a technical revision to the certification statute. In 2007, SB 389 repealed section 173.205, RSMo, and replaced it with section 173.1102. However, the proprietary statute still contains a reference to the deleted statutory provision relating to the exemption of certain types of institutions from the proprietary certification requirement. A technical revision adjusting the reference from “section 173.205” to “section 173.1102” will clarify the definitions used in the determination of exempt status.

### **Conclusion**

The Proprietary School Certification Program provides an important service to the schools it regulates and Missouri citizens. In order to ensure the department is able to maintain these activities at needed levels, it is crucial that funding for the program is stabilized and that a course to provide more adequate future support is established. This proposal is the starting point for those efforts.

### **STATUTORY REFERENCE**

Sections 173.600 through 173.618, RSMo, Proprietary School Certification

### **RECOMMENDED ACTION**

It is recommended that the Coordinating Board direct MDHE staff to pursue a legislative initiative during the 2012 legislative session to revise the Proprietary School Certification Program fee structure and to make the referenced technical revisions to the authorizing statute..

### **ATTACHMENT**

Sections 173.606 and 173.616, RSMo, Proprietary school certificate fees and exemption

## **REGULATION OF PROPRIETARY SCHOOLS**

### **Sec. 173.608. Fee for certificate--disposition.--**

1. The annual fee for a proprietary school certificate of approval shall be \$.001 per one dollar of net tuition and fees income (excluding refunds, books, tools and supplies), with a maximum of two thousand five hundred dollars and a minimum of two hundred fifty dollars per school. For a school having a certificate of approval for the sole purpose of recruiting students in Missouri, the net tuition used for this computation shall be only that paid to the school by students recruited from Missouri and the fee shall be two hundred fifty dollars plus the amount produced by the foundation calculation.

2. Any school which operates at two or more locations, or has franchised schools as provided in section 173.606, may combine tuition and fees for all locations for the purpose of determining the annual fee payable under sections 173.600 to 173.618. All fees received shall be deposited in the state treasury to the credit of general revenue.

(L. 1983 H.B. 560 § 11, A.L. 1991 H.B. 51, et al.)

### **Sec. 173.616. Schools and courses that are exempt from sections 173.600 to 173.618.-**

1. The following schools, training programs, and courses of instruction shall be exempt from the provisions of sections 173.600 to 173.618:

(1) A public institution;

(2) Any college or university represented directly or indirectly on the advisory committee of the coordinating board for higher education as provided in subsection 3 of section 173.005;

(3) An institution that is certified by the board as an "approved private institution" under subdivision (2) of section 173.205;

(4) A not 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, which is recognized by the Council on Postsecondary Accreditation and the United States Department of Education.

2. The coordinating board shall exempt the following schools, training programs and courses of instruction from the provisions of sections 173.600 to 173.618:

(1) A not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation;

(2) A not for profit school owned, controlled and operated by a bona fide eleemosynary organization which provides instruction with no financial charge to its students and at which no part of the instructional cost is defrayed by or through programs of governmental student financial aid, including grants and loans, provided directly to or for individual students;

(3) A school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives and which does not grant degrees;

(4) A course of instruction, study or training program sponsored by an employer for the training and preparation of its own employees;

(5) A course of study or instruction conducted by a trade, business or professional organization with a closed membership where participation in the course is limited to bona fide members of the trade, business or professional organization, or a course of instruction for persons in preparation for an examination given by a state board or commission where the state board or commission approves that course and school;

(6) A school or person whose clientele are primarily students aged sixteen or under.

3. A school which is otherwise licensed and approved under and pursuant to any other licensing law of this state shall be exempt from sections 173.600 to 173.618, but a state certificate of incorporation shall not constitute licensing for the purpose of sections 173.600 to 173.618.

4. Any school, training program or course of instruction exempted herein may elect by majority action of its governing body or by action of its director to apply for approval of the school, training program or course of instruction under the provisions of sections 173.600 to 173.618. Upon application to and approval by the coordinating board, such school training program or course of instruction may become exempt from the provisions of sections 173.600 to 173.618 at any subsequent time, except the board shall not approve an application for exemption if the approved school is then in any status of noncompliance with certification standards and a reversion to exempt status shall not relieve the school of any liability for indemnification or any penalty for noncompliance with certification standards during the period of the school's approved status.  
(L. 1983 H.B. 560 § 2, A.L. 1991 H.B. 51, et al.)

(L. 1991 H.B. 51, et al. § 1, A.L. 1993 S.B. 52, A.L. 1995 S.B. 3)

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Minority Teaching Scholarship Legislative Changes  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

The purpose of the Minority Teaching Scholarship program is to attract academically talented minority individuals into the teaching profession. The program was designed as an educational loan that converts to a scholarship if the recipient meets all of the program's obligations. During the 2010 legislative session, the primary component of the authorizing statutes was transferred from the Department of Elementary and Secondary Education (DESE) to the Missouri Department of Higher Education (MDHE). Unfortunately, that process did not transfer all of the sections necessary to administer the scholarship. This item is intended to provide background information about the program's transfer and to seek Coordinating Board support for the legislative changes necessary to transfer full administrative authority for the program to the MDHE.

### **Background**

The statutory provisions establishing the program are found in several sections of state statute, specifically Sections 161.415, 161.418, 161.421 and 161.424, RSMo. The General Assembly transferred appropriation authority for the Minority Teaching Scholarship from DESE to the MDHE during the 2009 legislative session and the MDHE began administering the program in the 2009-2010 academic year based on that transfer. The following year, the General Assembly revised the language in Section 161.415, RSMo to designate the MDHE as the administrative agency for the program. In response, an administrative rule outlining the department's policies and procedures for the program was adopted by the Coordinating Board, with that rule set to become effective on November 30, 2011.

During the drafting of the administrative rule, it became clear to the department that the transfer of additional statutory sections (Sections 161.418, 161.421 and 161.424, RSMo) would also be required to appropriately administer the program. Although the decision was made to proceed with the administrative rule process, MDHE staff reviewed the related statutory provisions and has identified areas where additional revision is needed to complete the transfer of administrative authority. In addition, contact was made with DESE to confirm their interpretation of the necessity to transfer the remaining sections of statute relating to the program. Attached to this item is a copy of that confirmation.

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September 8, 2011

## **Conclusion**

The MDHE strives to develop state student financial assistance program policies and procedures that fit well within the statutory framework established for each program. Currently, the existing framework for the Minority Teaching Scholarship program provides DESE with administrative authority for some of the policies and procedures while others have been transferred to the MDHE. Both departments are in agreement this misalignment is unintended and must be rectified to ensure this program's operation meets the letter as well as the spirit of the law.

## **STATUTORY REFERENCE**

Sections 161.415, 161.418, 161.421 and 161.424, RSMo

## **RECOMMENDED ACTION**

It is recommended that the Coordinating Board for Higher Education direct MDHE staff to pursue a legislative initiative to transfer Sections 161.418, 161.421 and 161.424, RSMo from DESE to the MDHE during the 2012 legislative session.

## **ATTACHMENT(S)**

Attachment A: Sections 161.415, 161.418, 161.421 and 161.424, RSMo

Attachment B: Letter from DESE regarding the transfer

# *Missouri Revised Statutes*

## **Chapter 161**

### **State Department of Elementary and Secondary Education**

#### **Minority teaching scholarships--amount--qualifications--matching funds--renewability.**

161.415. 1. Within the limits of amounts appropriated therefor, the department of higher education shall make available up to one hundred one-year, renewable scholarships in an amount of two thousand dollars to minority students for the purpose of encouraging minority students to enter teaching. Such scholarships shall be available to minority high school graduates and college students who are residents of Missouri, and who enter and make a commitment to pursue a teacher education program approved by the department of elementary and secondary education and offered by a four-year college or university located in Missouri, or who after the completion of their baccalaureate degree enter teacher education and make a commitment to teach science or mathematics, and who have:

(1) Achieved scores on an accepted standardized test of academic ability, including, but not limited to, the SAT, ACT, SCAT, which place them at or above the seventy-fifth percentile; and

(2) A high school rank at or above the seventy-fifth percentile.

2. If the number of applicants exceeds the number of scholarships or revenues available, the department of higher education may consider the financial needs of the applicant.

3. Any college or university located in Missouri which offers a teacher education program approved by the department of elementary and secondary education, and wishes to have the scholarships provided pursuant to this section made available to eligible applicants for admittance to such college or university, must provide matching funds to match one dollar for every two dollars made available by the state pursuant to this section for students attending the college or university. Such matching funds shall not be taken from money made available to the college or university from state funds. The total scholarship available to any one student from state and from college and university sources pursuant to such match program shall be three thousand dollars per year.

4. A recipient shall be eligible for a renewed scholarship for a maximum of three additional years. Eligibility for renewed scholarships shall be based on criteria established by the colleges of education and the department of higher education.

5. As used in this section the term "minority" includes Asian Americans, Hispanic Americans, Native Americans and African Americans.

6. The scholarships provided in subsection 1 of this section shall be available to otherwise eligible students who are currently enrolled in a community college and make a commitment to pursue a teacher education program approved by the department of elementary and secondary education and offered by a four-year college or university located in Missouri.

(L. 1990 H.B. 1142 § 4, A.L. 1996 H.B. 1166, A.L. 2010 H.B. 1858)

**Department to develop criteria--applicant preference of schools.**

161.418. 1. The department of elementary and secondary education shall develop criteria, with input from teacher educators in this state, to select which of the eligible applicants shall receive the scholarships made available under sections 161.415 to 161.424.

2. Students making application for the scholarships provided under sections 161.415 to 161.424 shall indicate their first, second, and third preference as to which of the colleges and universities which have provided the necessary matching funds to participate in the scholarship program established under sections 161.415 to 161.424 they wish to attend. The department of elementary and secondary education, in conjunction with those colleges and universities which have provided the necessary matching funds, shall develop procedures for matching students eligible for the scholarships provided under sections 161.415 to 161.424 with such colleges and universities.

(L. 1990 H.B. 1142 § 5)

**Cessation of study--effect.**

161.421. If a student ceases his study prior to receiving a degree, any scholarship received under the provisions of sections 161.415 to 161.424 shall be treated as a loan to the student and interest at the rate of nine and one-half percent per year shall be charged upon the unpaid balance of the amount received from the date the student ceases his study until the amount received is paid back to the state.

(L. 1990 H.B. 1142 § 6)

**Recipients of scholarships to teach in this state--terms, conditions--deferral of payments.**

161.424. 1. Every student receiving scholarships under the provisions of sections 161.415 to 161.424 shall teach in an elementary or secondary public school in this state for a period of five years after receiving a degree or the scholarship shall be treated as a loan to the student and interest at the rate of nine and one-half percent per year shall be charged upon the unpaid balance of the amount received from the date the student ceases to teach until the amount received is paid back to the state. For each year that the student teaches up to five years, one-fifth of the amount which was received under sections 161.415 to 161.424 shall be applied against the total amount received and shall not be subject to the repayment requirement of this section.

2. The state board of education shall have the power to and shall defer interest and principal payments under certain circumstances, which shall include, but need not be limited to, the enrollment in a graduate program, service in any branch of the armed forces of the United States, or teaching in areas of critical need as defined by the state board.

(L. 1990 H.B. 1142 § 7)

August 11, 2011

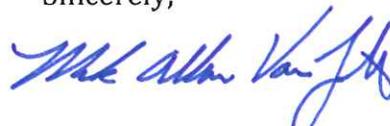
Leroy Wade  
Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469

Dear Mr. Wade:

To follow-up on your letter relating to the Minority Teaching Scholarship Program, the Department of Elementary and Secondary Education is in agreement with the key statutory changes you are recommending to fully transfer this program to the Department of Higher Education.

This agency should retain two key responsibilities: 1) determining the certification of approved teacher education programs under Section 161.415.1 and .3 RSMo, and 2) certification of the areas of critical need for teachers by the State Board of Education under Section 161.424.1 RSMo. Also, I believe that both agencies should work together in making any changes in the eligibility criteria developed under Section 161.418.1 RSMo.

Sincerely,



Mark Allan Van Zandt

c: Chris L. Nicastro, Commissioner of Education  
Dr. David Russell, Commissioner of Higher Education

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Student Loan Program Update  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

On May 31, 2011, the U.S. Department of Education posted a notice in Federal Register Volume 76, Number 104 inviting Federal Family Education Loan Program guaranty agencies to submit proposals for entering into Voluntary Flexible Agreements with the Secretary of Education. The invitation asked for proposals designed to provide services such as financial literacy and debt management programs, college outreach services, training programs for financial aid officers and other services historically provided by FFELP guarantors such as the Missouri Department of Higher Education.

The invitation encouraged guarantors to submit consortium proposals designed to achieve economies of scale and minimize potential conflicts of interest. As a result, the MDHE joined 11 other similarly positioned state guaranty agencies in submitting a combined proposal. The USDE recently published an announcement stating that 24 of the 32 existing guaranty agencies responded with a total of 22 proposals. USDE staff are currently reviewing the proposals and determining whether to begin discussions with the responding agencies.

Meanwhile, Missouri budget and administrative staff have continued to meet with personnel from an out-of-state guaranty agency and that agency's collections contractor regarding a potential agreement to transfer the MDHE's guaranteed loan portfolio and its designation as a guaranty agency. The rationale for eliminating the MDHE's federal student loan responsibilities is that the change might free up funds currently used for guaranty operations to supplement the state budget. Such a transaction could only occur with express permission of the USDE. It is currently unclear whether the USDE would allow it. Last summer, the USDE blocked the "sale" of California's guaranty agency and reassigned that state's guaranteed loan portfolio to a federally designated guarantor.

Although the future of the guaranty agency remains uncertain, the MDHE's responsibility for loan operations, student outreach, school training services, default prevention and lender oversight continues. In fiscal year 2011, guaranty agency outreach staff traveled the state reaching well over 30,000 Missourians interested in finding out how to plan for and pay for college. The MDHE Default Prevention Grant Program awarded approximately \$900,000 to Missouri post-secondary institutions for use in subsidizing campus-based financial literacy, default prevention and completion programs during the 2011-2012 academic year. Also during 2011, the MDHE made free financial counseling available to more than 55,000 delinquent student loan borrowers, helping to keep Missouri's cohort default rate significantly lower than the national average. Finally, during 2011, the MDHE recovered more than \$90 million of

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defaulted loans, helping many defaulted borrowers earn a new start by qualifying for loan “rehabilitation,” which brings loans back to good standing and erases negative credit bureau entries.

In addition to providing ongoing loan-related services, the guaranty agency has continued to provide financial support to state financial aid programs and the broader work of the MDHE. Each year the guaranty agency contributes over \$2 million to the financial aid-related work of the MDHE’s non-guaranty agency staff. Moreover, in 2011 and 2012 combined, the guaranty agency transferred a total of \$10.5 million to the A+ Scholarship Program and \$1 million to the Missouri Higher Education Academic Scholarship Program (Bright Flight).

MDHE staff will keep the CBHE apprised as additional information becomes available.

**STATUTORY REFERENCE**

Section 173.055 RSMo

Section 173.110 RSMo

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

College Access Challenge Grant  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

As part of the federal College Cost Reduction and Access Act passed by Congress in 2007, the College Access Challenge Grant (CACG) program was intended to foster partnerships among federal, state, and local governments and philanthropic organizations through grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. On March 30, 2010, the President signed the Health Care and Education Reconciliation Act of 2010 (HR 4872 - Public Law No: 111-152). This action extended the CACG program until federal fiscal year 2014 and increased the level of funding for the program to \$150 million per year. This agenda item provides an update concerning the MDHE application to participate in this national effort.

### **Background**

The College Access Challenge Grant program is a federal formula grant program designed to support states in assisting low-income students and families learn about, prepare for, and finance postsecondary education. Governors were notified in May of this year of the continuation of the program and were directed to designate the state agency that would apply for and administer the program. In June, Governor Nixon designated the MDHE as the agency responsible for this program and in July a completed application was forward to the United States Department of Education.

Nationally, \$150 million has been appropriated to the program for the current fiscal year. A similar appropriation is anticipated for the following years through federal fiscal year 2014. Funds are allocated to states based on a formula specified in the authorizing statute. That formula projected Missouri would receive approximately \$2.2 million dollars each year. On August 18, the MDHE was notified its application had been reviewed and that the funds had been awarded.

### **Planned Activities**

The department will use the grant to implement a three-pronged approach aimed at increasing the rates at which Missourians attend and succeed in higher education:

- Financial Literacy: The MDHE will directly provide a range of services and activities designed to improve the financial literacy of Missouri's secondary and postsecondary students. These services include organizing and delivering events and disseminating

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information designed to educate parents and students about planning for, both academically and financially, and paying for postsecondary education. The grant funds will be used to expand the development and distribution of financial literacy information to Missouri high school students. These additional funds will allow this effort to be more comprehensive both in its approach to the subject matter and in its geographic scope within the state.

- **Competitive Grant:** While direct outreach and early awareness activities have proven to be one of the best approaches to increasing the preparation and success of students, the MDHE's limited staff and financial resources create a sizeable barrier to expansion into these types of activities. In response, the remainder of the grant funds will be allocated to an MDHE-developed grant program to build and strengthen outreach activities offered by non-profit organizations that assist Missouri students and families in preparing for higher education. The proposal anticipates between fifteen and twenty grants will be awarded of approximately \$100,000 each. General eligibility criteria for an organization to participate include having been in existence prior to the enactment of the federal statute, being organized as a not-for-profit, having demonstrated successful experience in postsecondary education outreach and awareness activities, and the capacity for adequate recordkeeping and performance reporting.
- **Student Portal:** In today's technological environment, it is essential that the department use the available resources to identify and assist students with the barriers to successful college transitions. In response, the department will use a portion of the grant funds to design and deploy a web-based student portal intended to provide a unified and attractive destination for Missouri students and families. The portal will provide a single source for information on a range of subjects including options for postsecondary education in Missouri, academic preparation while in high school, financial literacy and planning, and assistance and guidance concerning eligibility for student financial assistance. The goal is to provide a flexible platform that can be expanded as future resources and needs change, including information about the higher education application and enrollment process and program and course transfer information.

### **Responsibilities**

As with any program of this type, there are responsibilities attached to the acceptance of the funds. First, there is a financial matching requirement, mandating that the state provide one dollar of non-federal funds for listed activities for every two dollars of federal funds expended. Because of the type of activities and the approach contained in the proposal, it is not anticipated this requirement will create a substantial burden on the department's limited financial resources.

For example, in the areas of financial literacy and the student portal, the MDHE has already begun the process of planning for work in this area, including the budgeting of loan operating funds to this purpose. Those existing funds will provide a substantial match for this effort. With regard to the competitive grant program, one of the primary grant requirements will be for the applicant to verify its ability to provide matching funds that meet the federal program requirements.

In addition, the authorizing statute includes a Maintenance of Effort (MOE) provision that each state must meet in order to be eligible to receive the grant. The MOE provision requires states to

expend amounts that are equal to or greater than: (1) the average amount provided for non-capital and non-direct research and development expenses or costs by the state to the public institutions during the five most recent academic years for which satisfactory data are available, and (2) the average amount provided for student financial aid for paying postsecondary education costs by the state to private institutions during the most recent academic years for which satisfactory data are available. For the current award cycle, Missouri meets the MOE requirement. In future years, it will likely be necessary for the state to request a waiver of this requirement as the impact of the economic downturn is reflected in state revenues and expenditures.

There are also substantial reporting responsibilities related to this program. In addition to the usual budgetary and financial reports, the department is required to provide an annual progress report on activities conducted and the impact of those activities. Sub-grant applicants will be required to identify target student and family groups, provide information concerning the demographic composition of those groups, and identify goals and measures for the project during the term it is receiving grant funding. The department will also establish specific measurements and assessment tools to ensure the efforts for change in the area of financial literacy and outreach are useful and effective. The MDHE will track and analyze ordering data of printed materials and tailor publications to reflect regional, social and ethnic diversity. To that end, the MDHE will engage local resources in the development of financial literacy materials and monitor the distribution to ensure that inner city school districts and high-need rural school districts fully benefit from offered services.

### **Conclusions**

Numerous reports have highlighted the need for Missouri to increase the proportion of its population that possesses a postsecondary credential and to increase the rate at which high school graduates enter and complete postsecondary education. While this grant program provides limited funds to address this difficult issue, it does provide an opportunity to strengthen the efforts that are already underway across the state. It is anticipated that many non-profit organizations will view this additional assistance as a needed boost to allow already successful programs to reach additional students and/or to expand the scope of those programs to other areas of the state.

### **STATUTORY REFERENCE**

Section 173.050 RSMo, Powers of coordinating board

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Academic Program Actions  
Coordinating Board for Higher Education  
September 8, 2011

### DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education (MDHE) since the June 9, 2011, board meeting. These proposals are submitted to the Coordinating Board for Higher Education for its action.

The following tables summarize the proposed program actions submitted to the CBHE in the attachment to this agenda item.

### PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
<b>Deleted</b>	0	0	5	2	7
<b>Inactivated</b>	0	0	6	0	6
<b>Other Program Changes*</b>	14	5	3	6	28
<b>New</b>	3	5	2	1	11
<b>Off-site</b>	3	1	0	0	4
<b>Programs Withdrawn</b>	0	0	0	0	0

\* Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

### INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
<b>Deleted</b>	0	0	1	1	2
<b>Inactivated</b>	0	0	0	0	0
<b>Other Program Changes*</b>	0	0	0	0	0
<b>New</b>	0	1	9	6	17

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<b>Off-site</b>	0	0	1	2	3
<b>Programs Withdrawn</b>	0	0	0	0	0

\* Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

### **LOCATION CHANGE**

Ozarks Technical Community College has relocated the institution's site in Lebanon to 22360 MM Highway, Lebanon, MO 65536.

### **STATUTORY REFERENCE**

Sections 173.005.2(1), 173.005.2(8), 173.005.11, 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs.

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.**

### **ATTACHMENTS**

Academic Program Actions

## **ACADEMIC PROGRAM ACTIONS**

Under RSMo 173.005.11 and 6 CSR 10-10.010, out-of-state public institutions offering programs in Missouri are subject to an approval process similar to that for Missouri's public institutions of higher education. The CBHE must approve all courses before they are offered in Missouri.

### **I. Programs Discontinued**

#### **Missouri University of Science and Technology**

1. Current Program:

MS, Engineering Mechanics

Approved Change:

Delete program

Program as Changed:

MS, Engineering Mechanics (deleted)

2. Current Program:

Ph.D., Engineering Mechanics

Approved Change:

Delete program

Program as Changed:

Ph.D., Engineering Mechanics (deleted)

3. Current Program:

BS, Chemistry (Non-ACS)

Approved Change:

Delete program

Program as Changed:

BS, Chemistry (Non-ACS) (deleted)

4. Current Program:

BSN, Nursing (cooperative with UMSL)

Approved Change:

Delete program

Program as Changed:

BSN, Nursing (cooperative with UMSL) (deleted)

**Southeast Missouri State University**

1. Current Program:

BA, Mass Communication  
Journalism

Approved Change:

Delete program

Program as Changed:

BA, Mass Communication (deleted)  
Journalism (deleted)

**University of Central Missouri**

1. Current Program:

BA, Spanish

Approved Change:

Delete program

Program as Changed:

BA, Spanish (deleted)

2. Current Program:

BA, Chemistry

Approved Change:

Delete program

Program as Changed:

BA, Chemistry (deleted)

**II. Programs and Options Placed on Inactive Status**

**Northwest Missouri State University**

1. Current Program:

BS, Alternative Energy

Approved Change:

Inactivate program

Program as Changed:

BS, Alternative Energy (inactive)

2. Current Program:

BS, Statistics

Actuarial Science

Applied Mathematical Statistics

Approved Change:

Inactivate program

Program as Changed:

BS, Statistics (inactive)

Actuarial Science (inactive)

Applied Mathematical Statistics (inactive)

3. Current Program:

BA, Statistics

Actuarial Science

Applied Mathematical Statistics

Approved Change:

Inactivate program

Program as Changed:

BA, Statistics (inactive)

Actuarial Science (inactive)

Applied Mathematical Statistics (inactive)

4. Current Program:

BS, Physics

Approved Change:

Inactivate program

Program as Changed:

BS, Physics (inactive)

5. Current Program:

BSED, Physics (9-12)

Approved Change:

Inactivate program

Program as Changed:

BSED, Physics (9-12) (inactive)

6. Current Program:

BSED, Unified Science - Physics

Approved Change:  
Inactivate program

Program as Changed:  
BSED, Unified Science - Physics (inactive)

### **III. Approved Changes in Academic Programs**

#### **Crowder College**

1. Current Program:  
C2, Environmental Health

Approved Change:  
Add options in *Utility Management, Wastewater Treatment Technology* and *Water Treatment Technology*

Program as Changed:  
C2, Environmental Health  
    Utility Management  
    Wastewater Treatment Technology  
    Water Treatment Technology

#### **Metropolitan Community College – Longview**

1. Current Program:  
C0, Automotive Undercar Job Ready

Approved Change:  
Change title of program to *Automotive Service, Maintenance, and Light Repair*

Program as Changed:  
C0, Automotive Service, Maintenance, and Light Repair

#### **Moberly Area Community College**

1. Current Program:  
AAS, Computer Information Technology  
    Networking  
    Programming

Approved Changes:  
Add single-semester certificate (C0), Computer Support Specialist program (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; the Kirksville Higher Education Center*

*in Kirksville, Missouri; and at the Jim Sears Northeast Technical Center in Edina, Missouri)*

Add single-semester certificate (C0), Systems Administration program (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; the Kirksville Higher Education Center in Kirksville, Missouri; and at the Jim Sears Northeast Technical Center in Edina, Missouri)*

Add single-semester certificate (C0), Network Security program (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; the Kirksville Higher Education Center in Kirksville, Missouri; and at the Jim Sears Northeast Technical Center in Edina, Missouri)*

Add single-semester certificate (C0), Web Development program (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; and the Jim Sears Northeast Technical Center in Edina, Missouri)*

Programs as Changed:

AAS, Computer Information Technology

Networking

Programming

C0, Computer Support Specialist (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; the Kirksville Higher Education Center in Kirksville, Missouri; and at the Jim Sears Northeast Technical Center in Edina, Missouri)*

C0, Systems Administration (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; the Kirksville Higher Education Center in Kirksville, Missouri; and at the Jim Sears Northeast Technical Center in Edina, Missouri)*

C0, Network Security (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; the Kirksville Higher Education Center in Kirksville, Missouri; and at the Jim Sears Northeast Technical Center in Edina, Missouri)*

C0, Web Development (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; and the Jim Sears Northeast Technical Center in Edina, Missouri)*

2. Current Program:

AAS, Business & Office Technology  
Executive  
Legal  
Medical

Approved Change:

Add single-semester certificate (C0), Office Basics program (*for delivery at the main campus as well as off-site at the Columbia Higher Education Center in Columbia, Missouri*)

Programs as Changed:

AAS, Business & Office Technology  
Executive  
Legal  
Medical

C0, Office Basics (*for delivery at the main campus as well as off-site at the Columbia Higher Education Center in Columbia, Missouri*)

3. Current Program:

AAS, Early Childhood

Approved Change:

Add single-semester certificate (C0), Early Learning Assistant program (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; and the Kirksville Higher Education Center in Kirksville, Missouri*)

Programs as Changed:

AAS, Early Childhood

C0, Early Learning Assistant (*for delivery at the main campus as well as off-site at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; and the Kirksville Higher Education Center in Kirksville, Missouri*)

4. Current Program:

AAS, Graphic Arts Technology

Approved Change:

Add single-semester certificate (C0), Graphic Arts program (*for delivery at the main campus as well as at the Hannibal Area Higher Education Center in Hannibal, Missouri; the Kirksville Higher Education Center in Kirksville, Missouri; and the Macon Area Career and Technical Education Center in Macon, Missouri*)

Programs as Changed:

AAS, Graphic Arts Technology

CO, Graphic Arts (*for delivery at the main campus as well as at the Hannibal Area Higher Education Center in Hannibal, Missouri; the Kirksville Higher Education Center in Kirksville, Missouri; and the Macon Area Career and Technical Education Center in Macon, Missouri*)

**Northwest Missouri State University**

1. Current Program:

BS, Food and Nutrition

Plan IV Dietetics

Restaurant & Food Service Management

Approved Change:

Inactivate *Restaurant & Food Service Management* option

Program as Changed:

BS, Food and Nutrition

Plan IV Dietetics

Restaurant & Food Service Management (inactive)

2. Current Program:

MS, Applied Health Sciences

Management

Wellness

Approved Change:

Change title of program to *Applied Health & Sport Sciences*

Program as Changed:

MS, Applied Health & Sport Sciences

Management

Wellness

**Southeast Missouri State University**

1. Current Program:

BS, Technology Management

Computer & Multimedia Graphics

Construction Management & Design

Industrial Management

Sustainable Energy Systems Management

Technology Management

Telecommunications & Computer Networking

Approved Change:

Change title of *Industrial Management* option to *Industrial & Safety Management*

Program as Changed:

BS, Technology Management  
Computer & Multimedia Graphics  
Construction Management & Design  
Industrial & Safety Management  
Sustainable Energy Systems Management  
Technology Management  
Telecommunications & Computer Networking

2. Current Program:

N/A

Approved Change:

Add free-standing, single semester undergraduate certificate (C0), in English for Speakers of Other Languages (ESOL)

Program as Changed:

C0, English for Speakers of Other Languages (ESOL)

3. Current Program:

BS, Mass Communication  
Advertising  
Public Relations  
Radio  
Television and Film

Approved Changes:

Delete option in *Radio*

Add option in *Multimedia Journalism*

Program as Changed:

BS, Mass Communication  
Advertising  
Multimedia Journalism  
Public Relations  
Radio (deleted)  
Television and Film

4. Current Program:  
MS, Criminal Justice  
    Internship or Capstone Seminar  
    Non-Capstone  
    Thesis

Approved Changes:  
Change title of *Non-Capstone* option to *Comprehensive Examination* option  
Change *Internship or Capstone Seminar* option to *Internship* and *Capstone Seminar* options

Program as Changed:  
MS, Criminal Justice  
    Capstone Seminar  
    Comprehensive Examination  
    Internship  
    Thesis

5. Current Program:  
MSN, Nursing

Approved Changes:  
Add options in *Advanced Role Specialization: Nurse Educator* and *Family Nurse Practitioner*

Program as Changed:  
MSN, Nursing  
    Advanced Role Specialization: Nurse Educator  
    Family Nurse Practitioner

### **Three Rivers Community College**

1. Current Program:  
AAS, Criminal Justice

Approved Changes:  
Add the following options:  
    Criminal Justice  
    Criminal Justice – Administration  
    Criminal Justice – Corrections-Treatment  
    Criminal Justice – Investigations  
    Criminal Justice – Patrol Officer  
    Criminal Justice – Police Science

Program as Changed:  
AAS, Criminal Justice  
    Criminal Justice  
    Criminal Justice – Administration  
    Criminal Justice – Corrections-Treatment

Criminal Justice – Investigations  
Criminal Justice – Patrol Officer  
Criminal Justice – Police Science

**University of Central Missouri**

1. Current Program:

MS, Kinesiology  
    Exercise Science  
    Sports Management

Approved Changes:

Add options in *Fitness Wellness* and in *Pedagogy*

Program as Changed:

MS, Kinesiology  
    Exercise Science  
    Fitness Wellness  
    Pedagogy  
    Sports Management

**University of Missouri - Columbia**

1. Current Program:

N/A

Approved Change:

Add single-semester, free-standing graduate certificate (GRCT), Online Educator program

Program as Changed:

GRCT, Online Educator

2. Current Program:

N/A

Approved Change:

Add single-semester, free-standing undergraduate certificate (C0), Sales and Customer  
    Development program

Program as Changed:

C0, Sales and Customer Development

**University of Missouri – St. Louis**

1. Current Program:

Ph.D., Biology  
    Cell & Molecular Biology  
    Ecology

Evolution  
Systematics

Approved Change:

Replace options in *Ecology, Evolution, and Systematics* with a single option in *Ecology, Evolution, & Systematics*

Program as Changed:

Ph.D., Biology  
Cell & Molecular Biology  
Ecology, Evolution, & Systematics

2. Current Program:

MS, Biology  
Cell & Molecular Biology  
Ecology  
Evolution  
Systematics

Approved Change:

Replace options in *Ecology, Evolution, and Systematics* with a single option in *Ecology, Evolution, & Systematics*

Program as Changed:

MS, Biology  
Cell & Molecular Biology  
Ecology, Evolution, & Systematics

3. Current Program:

N/A

Approved Change:

Add single-semester, free-standing undergraduate certificate (C0), Modern European Languages program

Program as Changed:

C0, Modern European Languages

4. Current Program:

N/A

Approved Change:

Add single-semester, free-standing undergraduate certificate (C0), Film Studies program

Program as Changed:

C0, Film Studies

**IV. Received and Reviewed Changes in Programs (Independent Colleges and Universities; includes Discontinued Programs and Programs Placed on Inactive Status)**

**Maryville University**

1. Current Program:  
MPT, Physical Therapy

Approved Change:  
Delete program

Program as Changed:  
MPT, Physical Therapy (deleted)

2. Current Program:  
BA, Architecture

Approved Change:  
Delete program

Program as Changed:  
BA, Architecture (deleted)

**V. Program Changes Requested and Not Approved**

No actions of this type have been taken since the last board meeting.

**VI. New Programs Recommended for Provisional Approval**

*Effective July 1, 2011, the CBHE will give provisional approval to new academic programs. The MDHE will review the program five years from the date of its provisional approval. If this review indicates that the program is not performing as expected, the CBHE may recommend the termination of the program, unless there are compelling justifications (i.e., central to institutional mission; supports other programs; meets statewide needs) for continuing the program.*

**Crowder College**

C1, Accounting (for delivery at the main campus in Neosho, as well as off-site in Cassville, Nevada, and Webb City, Missouri)

**Jefferson College**

AAS, Respiratory Therapy

**Missouri Southern State University**

BA, Music Industry

**Missouri State University-West Plains**

AAS, Allied Health

**Moberly Area Community College**

- 1) AAS, Marketing/Management (*for off-site delivery at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; and the Kirksville Higher Education Center in Kirksville, Missouri*)
- 2) C1, Marketing/Management (*for off-site delivery at the Advanced Technology Center in Mexico, Missouri; the Columbia Area Higher Education Center in Columbia, Missouri; the Hannibal Area Higher Education Center in Hannibal, Missouri; and the Kirksville Higher Education Center in Kirksville, Missouri*)

**Northwest Missouri State University**

GRCT, Career and Technical Education (*for off-site delivery at the Northwest Kansas City Center (Blue Jay Tower), and at the Northwest St. Joseph Center*)

**Southeast Missouri State University**

MS, Organizational Management

**St. Louis Community College – Wildwood Campus**

AFA, Associate of Fine Arts

**State Fair Community College**

- 1) AAS, Health Information Technology
- 2) C1, Medical Office Assistant

**Three Rivers Community College**

- 1) AAS, Geographic Information Systems
- 2) C1, Geographic Information Systems

**University of Central Missouri**

BFA, Musical Theatre

**VII. New Programs Received and Reviewed (Independent Colleges and Universities)**

**Columbia College**

BA, Human Services (*for delivery at the Ft. Leonard Wood campus*)

**Maryville University:**

- 1) BA, International and Cultural Studies
- 2) BA, Organizational Leadership

- 3) BS, Biochemistry
- 4) BS, Biomedical Science
- 5) BS, International Business
- 6) BS, Sport Business Management
- 7) DNP, Nursing Practice
- 8) DPT, Physical Therapy
- 9) MSN, Nurse Educator

**Park University:**

- 1) BS, Interdisciplinary Studies (*for delivery at the main campus and off-site at Kansas City Metro, Ft. Leonard Wood, Park University Independence Campus Center, Whiteman Air Force Base, and Wentworth Campus Center*)
- 2) BS, Nursing
- 3) MA, Communication and *Leadership* (*for delivery at Kansas City Metro Campus*)
- 4) MA, Healthcare Leadership (*for delivery at Kansas City Metro Campus*)
- 5) MM, Music Performance

**Washington University:**

- 1) BD, Architecture
- 2) MS, Architectural Studies
- 3) MSI, System Integration

**Wentworth Military Academy and College**

AA, Homeland Security

**VIII. Programs Withdrawn**

None.

**IX. Programs Not Approved**

None.

**X. New Courses and Programs Approved (Out-of-State Public Institutions)**

**Southern Illinois University-Carbondale**

BS, Radiation Therapy (*for off-site delivery at BJC HealthCare*)

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

English Language Proficiency Report  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

Missouri law (Section 170.012, RSMo) requires all graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language be tested for their ability to communicate orally in English in a classroom setting prior to receiving a teaching appointment at a Missouri public institution of higher education. The statute also requires the institutions to provide the Missouri Department of Higher Education (MDHE) with the results of this testing. This board item presents the biennial report on the English language proficiency of graduate teaching assistants (GTAs) at Missouri's public institutions.

#### **Background**

The institutions are required to provide data every two years on the total number of GTAs, as well as their native language, the procedures used in selecting the GTAs, and the orientation programs provided for all GTAs. In addition to being tested for their proficiency in English, graduate students who have not previously lived in the United States and who are assigned to teaching positions are expected to receive a cultural orientation prior to assuming teaching responsibilities. Systematic reporting on GTAs' English language proficiency began in FY87. Data for this year's report are for FY09 and FY10.

The MDHE sent a survey to all public four-year institutions asking for the information outlined in RSMo 170.012. In addition to the items mentioned above, the survey asked for information regarding applicable institutional policies as well as possible exceptions granted as allowed by the statute. (Please see Attachment A for the full text of the survey and statute). All four-year public institutions responded with the required data.

Highlights from the 2009 and 2010 reporting include the following:

- Ten public four-year campuses reported that they awarded teaching assignments to graduate students in FY09 and FY10.
- The total number of GTAs at public institutions in 2009 decreased slightly to 2,079 from an all-time high of 2,122 in FY08. In 2010, the number reached a new high of 2,185.
- Among the ten public institutions that awarded graduate teaching assistantships, 24.4 percent of awardees were nonnative English speakers in FY07, and 25.5 percent of awardees were nonnative English speakers in FY08. In 2009 and 2010, those numbers dropped to 19.1 percent and 21.5 percent, respectively.

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- The vast majority of international students who received graduate teaching assistantships come from Asia. Chinese students and Indian students combined accounted for about two-thirds of this total in both FY09 and FY10.

<b>GTA English Language Proficiency Survey Results</b>		<b>FY09</b>	<b>FY10</b>
1.	Number of Teaching Assistant (TA) applicants taking an English language proficiency test	<b>521</b>	<b>459</b>
2.	Number of TA applicants in Question #1 who have utilized any remedial language services that may be available.	<b>116</b>	<b>109</b>
3.	Number of TA applicants in Question #1 taking an English language proficiency test who <u>did not</u> pass	<b>114</b>	<b>117</b>
4.	Number of TA applicants in Question #2 who received a graduate teaching assistantship	<b>6</b>	<b>6</b>
5.	Total number of Teaching Assistantships awarded	<b>2079</b>	<b>2185</b>
6.	Number of TAs awarded to students who <u>did not</u> receive <u>both</u> primary and secondary education in a nation or territory in which English is the primary language	<b>453</b>	<b>461</b>
7.	Number of TAs in Question #6 who have the following native language:	<b>See Attachment B</b>	<b>See Attachment B</b>
8.	Number of exceptions granted to TAs in Question #6 to receive a teaching assignment during their first semester of enrollment	<b>22</b>	<b>22</b>
9.	Number of TAs in Question #6 who received a cultural orientation	<b>267</b>	<b>288</b>

### **Conclusion**

Missouri statute does not establish minimum proficiency standards for nonnative English speaking GTAs. While all institutions are required to submit biennial reports to the department, the effectiveness of programs for nonnative English speakers with graduate teaching assistantships is monitored at the institutional level. Missouri's public institutions that assign teaching assistantships to nonnative English speakers have met all the requirements of Section 170.012, RSMo.

### **STATUTORY REFERENCE**

Section 170.012 RSMo, Graduate Teaching Assistants Communication in English Language Requirements - Testing and Reports

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Attachment A: Survey

Attachment B: Reported Number of Teaching Assistants by Native Language

**Graduate Teaching Assistant  
Language Proficiency Questionnaire  
2010 Biennial Report**

Institution:

Name and Title of Person Responding:

Contact Information:

Telephone Number:

E-mail:

		FY 2009	FY 2010
1.	Number of Teaching Assistant (TA) applicants taking an English language proficiency test	521	459
2.	Number of TA applicants in Question #1 who have utilized any remedial language services that may be available. If no remedial language services are available at your institution, enter N/A.	116	109
3.	Number of TA applicants in Question #1 taking an English language proficiency test who <u>did not</u> pass	114	117
4.	Number of TA applicants in Question #2 who received a graduate teaching assistantship	6	6
<i>In an attachment, please explain why these TAs received a teaching assignment.</i>			
5.	Total number of Teaching Assistantships awarded	2079	2185

6.	Number of TAs awarded to students who <u>did not</u> receive <u>both</u> primary and secondary education in a nation or territory in which English is the primary language	453	461
7.	Number of TAs in Question #6 who have the following native language:  Arabic  Chinese Languages  Indian Languages  Japanese  Korean  Spanish  Other (Please Specify)	See Attachment B	See Attachment B
8.	Number of exceptions granted to TAs in Question #6 to receive a teaching assignment during their first semester of enrollment	22	22
<i>In an attachment, please describe why these TAs received an exception.</i>			
9	Number of TAs in Question #6 who received a cultural orientation	267	288

## Attachments:

Please attach the following documents to your response; you may use web links as available:

1. \_\_\_\_\_ Circumstances for granting graduate teaching assignments to applicants in Question 4
2. \_\_\_\_\_ Circumstances for granting exceptions to TAs in Question 8
3. \_\_\_\_\_ Policy for selection of graduate teaching assistants
4. \_\_\_\_\_ Policy for cultural orientation of graduate teaching assistants who have not previously lived in the United States (attach policy and description of orientation activities)
5. \_\_\_\_\_ Policy/procedures used to ensure oral language proficiency of graduate teaching assistants who did not receive both primary and secondary education in a nation or territory in which English is the primary language (attach policy, test name(s), and cut-off score(s) if applicable)
6. \_\_\_\_\_ Policy/procedures regarding remedial English language proficiency programs available to graduate teaching assistant applicants (attach policy and description of remedial program(s))

**Missouri Revised Statutes**  
**Chapter 170**  
**Instruction--Materials and Subjects**  
**Section 170.012**

August 28, 2010

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**Graduate teaching assistants communication in English language requirements--testing and reports.**

- 170.012. 1. Any graduate student who did not receive both his primary and secondary education in a nation or territory in which English is the primary language shall not be given a teaching appointment during his or her first semester of enrollment at any public institution of higher education in the state of Missouri. Exceptions may be granted in special cases upon approval of the chief academic and executive officers of the institution.
2. All graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language shall be tested for their ability to communicate orally in English in a classroom setting prior to receiving a teaching appointment. Such testing shall be made available by the public institution at no cost to the graduate student.
3. All graduate students prior to filling a teaching assistant position as a graduate student, who have not previously lived in the United States shall be given a cultural orientation to prepare them for such teaching appointment.
4. All public institutions of higher education in this state shall provide to the coordinating board for higher education on a biennial basis a report on the number and language background of all teaching assistants, including a copy of the institutions current policy for selection of graduate teaching assistants.
5. The provisions of this section and sections 174.310 and 175.021 shall not apply to any person employed under a contract of employment in existence prior to August 13, 1986.

(L. 1986 S.B. 602 § 2)

**Reported Number of Graduate Teaching Assistants by  
Native Language Other Than English**

<b>Language</b>	<b>2009</b>	<b>2010</b>
Arabic	11	16
Armenian	3	1
Bosnian	1	1
Bulgarian	3	1
Central African Languages	6	16
Chinese	151	156
Farsi	2	4
French	2	2
Georgian	1	2
German	7	9
Greek	1	1
Hebrew	1	0
Hungarian	1	0
Icelandic	1	1
Indian	103	156
Italian	6	8
Japanese	5	3
Kilwakili	1	0
Korean	24	24
Nepalese	6	12
Norwegian	2	1
Persian	0	1
Polish	1	2
Portuguese	4	4
Romanian	3	1
Russian	8	8
Serbian	1	0
Sinhala	2	0
Spanish	12	23
Swahili	1	0
Swedish	1	0
Tagalog	1	1
Thai	11	10
Turkish	8	3
Ukrainian	3	2
Vietnamese	3	1
<b>Total</b>	<b>397</b>	<b>470</b>

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

All program actions that have occurred since the June 8, 2011, Coordinating Board meeting are reported in this item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, school closures and annual recertification.

### **STATUTORY REFERENCE**

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Proprietary School Certification Program Actions and Reviews

**Coordinating Board for Higher Education  
Proprietary School Certification Program Actions and Reviews**

***Certificates of Approval Issued (Authorization for Instructional Delivery)***

Graceland University  
Cameron and Chillicothe, Missouri

This not-for-profit institution is based in Lamoni, Iowa, and currently operates Missouri locations at Independence and Trenton. After conferring with other institutions in the region concerning program duplication, the school revised its original proposal and will offer the Bachelor of Arts and Master's of Education in Cameron and a Master's of Education in Chillicothe. This school is accredited by the Higher Learning Commission.

***Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)***

Grand Canyon University  
Phoenix, Arizona

This for-profit institution, based in Phoenix, Arizona and owned by Grand Canyon Education, Inc., was granted certification to operate for purposes of recruiting students from Missouri. The institution offers programs through distance education methods at the bachelor's, master's and doctoral levels in education, allied health, business administration, management and other subjects. The institution is accredited by the Higher Learning Commission.

***Applications Pending Approval (Authorization for Instructional Delivery)***

Ellis Training Center  
St. Louis, Missouri

This individual proprietor, for-profit school proposes to offer day and evening certificate programs leading to certification as a nursing assistant. This school is not accredited.

Joseph Business School  
Kansas City, Missouri

This not-for-profit institution proposes to offer a non-degree program in business and entrepreneurship. The mission of the school is to train people on the practical aspects of starting and running a business while applying Biblical principles. This school is not accredited.

Route 66 & CDL Apprenticeship, Inc.  
Strafford, Missouri

This for-profit school proposes to offer a non-degree program leading to a Commercial Driver's License. The mission of the school is to provide the transportation industry with drivers who have the knowledge, skills and training to confidently enter the industry and excel as professional drivers. This school is not accredited.

Sacred Body School for Clinical Massage  
Ozark, Missouri

This for-profit school proposes to offer a certificate program in therapeutic massage. The mission of the school is to qualify students to sit for the national certification exam in order to apply for licensure in the State of Missouri and to prepare students for entry-level positions as professional massage therapists. This school is not accredited.

School of Radiologic Technology - Saint Luke's Hospital  
Kansas City, Missouri

This not-for-profit school proposes to offer a certificate program in radiologic technology. The mission of the school is to develop within students the clinical and interpersonal skills needed to become a successful radiographer. Although this school is not accredited, this program is accredited by the Joint Committee on Education in Radiologic Technology, a recognized programmatic accrediting agency.

The Academy of Thai Massage & Energy Work  
St. Peters, Missouri

This individual proprietor, for-profit school proposes to offer certificate programs in Thai massage modalities and Reiki healing. The mission of the school is to enhance the knowledge and effectiveness of therapists and healers to meet their clients' changing physical needs. This school is not accredited.

***Applications Pending Approval (Authorization Only to Recruit Students)***

Ross University  
Dominica

This for-profit institution, which is owned and operated by DeVry, Inc., proposes to recruit Missouri students for doctoral programs in medicine and veterinary medicine. The mission of the school is to prepare highly dedicated students to become effective, successful veterinarians or physicians in the United States. This medical school is accredited by the Dominica Medical Board, which is recognized by the United States Department of Education for purposes of eligibility for federal student aid programs. The school of veterinary medicine is accredited by the American Veterinary Medical Association, a USDE recognized accrediting agency.

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***Applications Pending Approval (Annual Recertification)***

The following is a listing of institutions that submitted applications for recertification for the 2011-2012 certification year. Most certificates of approval have been issued at this time; however, some continue to be reviewed by program staff. Pending satisfactory response to staff review, it is expected that all listed schools will receive a certificate of approval for the 2011-2012 certification year, which began on July 1, 2011.

**Authorization for Instructional Delivery**

A Gathering Place-Wellness Ed. Center	Maryland Heights, MO
Advanced Dental Careers*	Ballwin, MO
Anthem College*	Maryland Heights, MO
Anthem College-KC**	Kansas City, MO
American College of Technology#	Saint Joseph, MO
American Trade School	Overland, MO
American Woodworking Academy	Fenton, MO
Aviation Institute of Maintenance	Kansas City, MO
Baker University**	Kansas City, MO
Baker University**	Lee's Summit, MO
Baker University**	St. Joseph, MO
Barbizon School of Clayton	Clayton, MO
Benedictine College	Kansas City, MO
Bricmar Institute	St. Louis, MO
Broadcast Center	St. Louis, MO
Brown Mackie College	St. Louis, MO
Brunswick School of Auctioneering#	Salisbury, MO
Bryan College	Springfield, MO
C-1 Truck Driver Training	Strafford, MO
Center for Practical Bioethics	Kansas City, MO
Central Missouri Dental Assisting	Warrensburg, MO
Chamberlain College of Nursing	St. Louis, MO
Cherry Hill Dental Program of Dental Assisting	Columbia, MO
City Vision College#	Kansas City, MO
Colorado Technical University**	North Kansas City, MO
Concorde Career College	Kansas City, MO
Concordia University – Nebraska	Kansas City, MO
Daruby School*	St. Louis, MO
DeVry University**	Kansas City, MO
DeVry University**	Kansas City, MO
DeVry University**	St. Louis, MO
Drake University**	Kansas City, MO
Elements of Wellness School of Massage	St. Louis, MO
Everest College**	Earth City, MO
Everest College	Springfield, MO

Foley-Belsaw Institute#	Kansas City, MO
Global University#	Springfield, MO
Graceland University**	Independence, MO
Graceland University**	Trenton, MO
Grantham University#	Kansas City, MO
Guadalupe Culinary Arts Institute	Kansas City, MO
H & R Block Eastern Tax Service*	Kansas City, MO
Healing Arts Center	Maplewood, MO
Heartland Horseshoeing School	Lamar, MO
Heritage College**	Kansas City, MO
Hickey College	St. Louis, MO
Hi-Tech Charities	St. Louis, MO
IHM Health Studies Center*	St. Louis, MO
International Institute of Metro St. Louis	St. Louis, MO
International School of Professional Bartending	Kansas City, MO
International Sommelier Guild**	St. Louis, MO
ITT Technical Institute**	Arnold, MO
ITT Technical Institute	Earth City, MO
ITT Technical Institute**	Kansas City, MO
ITT Technical Institute**	Springfield, MO
Jackson Hewitt Tax School	Warrenton, MO
John Thomas College of Naturopathic Medicine	St. Charles, MO
Kansas City Center/Montessori Education	Kansas City, MO
Kaplan University**	St. Louis, MO
L'Ecole Culinaire	St. Louis, MO
Laurel Institute for Dental Assistants	St. Peters, MO
Le Cordon Bleu College of Culinary Arts	St. Peters, MO
Lesley University**	Blue Springs, MO
Lesley University**	Columbia, MO
MERS/Missouri Goodwill Industries*	St. Louis, MO
Metro Business College*	Cape Girardeau, MO
MidAmerica Nazarene University**	Kansas City, MO
Midwest Institute	Kirkwood, MO
Midwestern Training Center	Hazelwood, MO
Missouri Auction School	Grandview, MO
Missouri College	St. Louis, MO
Missouri Montessori Teacher Education Program	Chesterfield, MO
Missouri Taxidermy Institute	Linn Creek, MO
Missouri Tech	St. Louis, MO
Missouri Welding Institute, Inc.	Nevada, MO
Montessori Training Center of St. Louis	St. Louis, MO
MTTI-Wellspring Center for Natural Healing	Kansas City, MO
National American University*/**	Independence, MO
New Horizons Computer Learning Center	Springfield, MO
NOVA Southeastern University**	Kansas City, MO
NOVA Southeastern University**	Earth City, MO

Olivet Nazarene University**/#	Bourbonnais, IL
On-Line Training Center	Ferguson, MO
Orler School of Massage Therapy Technology	Joplin, MO
Ottawa University**	Lee's Summit, MO
Petropolis Academy of Grooming & Training	Chesterfield, MO
Pinnacle Career Institute*	Kansas City, MO
Premier Knowledge Solutions, Inc.	St. Louis, MO
Professional Massage Training Center	Springfield, MO
Quality Testing Services	Maryland Heights, MO
Research Medical Center	Kansas City, MO
Sanford-Brown College*	Fenton, MO
Sanford-Brown College*	Hazelwood, MO
Southern Missouri Truck Driving School	Malden, MO
Southwest Missouri Allied Health Education	West Plains, MO
St. Charles Flying Service	St. Charles, MO
St. Louis College of Health Careers*	St. Louis, MO
Stevens Institute of Business & Arts	St. Louis, MO
TechSkills	St. Louis, MO
The Bartending Institute	St. Louis, MO
The George Washington University	St. Louis, MO
The Tom Rose School	High Ridge, MO
TXK Technology Center	Springfield, MO
University of Mary**	Kansas City, MO
University of Phoenix**	Kansas City, MO
University of Phoenix**	Springfield, MO
University of Phoenix**	St. Louis, MO
Urban League Business Training Center	St. Louis, MO
Vatterott College*	Berkeley, MO
Vatterott College**	St. Joseph, MO
Victory Trade School	Springfield, MO
Westwind CDL Training Center	Cuba, MO
Witte Truck Driving School	Troy, MO
W.T.I. Joplin Campus	Joplin, MO

Authorization Only to Recruit Students

At-Home Professions#	Fort Collins, CO
Colorado Technical University-Online#	Colorado Springs, CO
DeVry University	Phoenix, AZ
Kaplan University-Online#	Ft. Lauderdale, FL
Lincoln College of Technology*	Indianapolis, IN
Nashville Auto Diesel College	Nashville, TN
National American Univ-Distance Learning#	Rapid City, SD
Redstone College	Broomfield, CO
Spartan College of Aeronautics & Technology	Tulsa, OK
Tulsa Welding School*	Tulsa, OK

Universal Technical Institute*	Phoenix, AZ
Universal Technical Institute	Avondale, AZ
Universal Technical Institute	Glendale Heights, IL
Universal Technical Institute	Houston, TX
University of Phoenix Online#	Phoenix, AZ
University of Southern California	Los Angeles, CA
Westwood College*	Denver, CO
Westwood College*	Woodridge, IL
Wyoming Technical Institute*	Laramie, WY
WyoTech	Ormand Beach, FL

- \* Denotes main campus of a multi-campus system.
- \*\* Denotes a Missouri location for an institution based outside of the state.
- # Denotes an institution that primarily offers distance education programs.

***Exemptions Granted***

Worship and Word Christian University  
Rolla, Missouri

This not-for-profit religious institution will offer non-degree, undergraduate degree and graduate degree programs. The mission of the institution is to deliver programs that “focus primarily on equipping students for ministry within their local church.” The institution was exempted as “a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” This school is not accredited.

Ascension Health Leadership Academy  
St. Louis, Missouri

This for-profit institution, operated under the direction of Ascension Health, applied for exemption in order to “provide educational programs in Missouri and Arizona solely for the employees of Ascension Health and its affiliated organizations.” The institution was exempted as “a course of instruction, study or training program sponsored by an employer for the training and preparation of its own employees.” This school is not accredited.

***School Closures***

New Way Truck Driver Training  
St. Louis, Missouri

This unaccredited, for-profit school voluntarily ceased operations for unknown reasons. Department staff monitored the closure process to ensure students were able to complete their programs of instruction and verified the appropriate storage of all student related

records, as required by Missouri statutes. Compliance with those requirements has been confirmed and the closure is considered complete.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Improving Teacher Quality Grant Update  
Coordinating Board for Higher Education  
September 8, 2011

### DESCRIPTION

Each year the Missouri Department of Higher Education receives approximately \$1.2 million in federal funds through Title II, Part A, of the No Child Left Behind Act. These funds are to administer a competitive grant program for partnerships between high-need K-12 school districts and higher education institutions to provide professional development for teachers, administrators, paraprofessionals and pre-service teachers in core academic subjects. The intent of this board item is to provide information about recent Improving Teacher Quality Grant program activities.

### ITQG Cycle-10

- The Cycle-10 request for proposals was posted to the MDHE website at the end of August (<http://www.dhe.mo.gov/ppc/grants/teacherquality.php>).
- Approximately \$550,000 will be available to fund new projects during this cycle.
- The objectives for Missouri's Cycle-10 professional development projects were developed in consultation with the Department of Elementary and Secondary Education. They are to:
  1. Improve student achievement in targeted math and/or science content areas.
  2. Increase teachers' content knowledge.
  3. Improve teachers' instructional practices in inquiry-based instruction.
  4. Improve teachers' knowledge and skills in design and implementation of assessment tools and use of data to monitor the effectiveness of their instruction.
  5. Improve preparation of pre-service teachers at partner institutions of higher education.
- Highlights of the Cycle-10 RFP include:
  - Focus on mathematics and science for grades K-12;
  - Requirement that funded projects administer short- and long- term post-tests to teachers in order to gauge the effectiveness of the professional development activities;
  - Alignment of professional development project content with national standards (e.g. Common Core State Standards);
  - A competitive priority including the development of data systems competencies; and
  - A competitive priority including the incorporation of environmental education into the content of the project.

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- Technical assistance workshop (TAW):
  - MDHE staff will host a TAW to provide an opportunity for applicants to learn about the ITQG program, to work with MDHE staff on strengthening proposals and to network with other potential applicants. The workshop will be held in September in Jefferson City.

### **Conclusion**

During the past nine cycles, the ITQG program has provided more than 1,800 Missouri teachers and administrators with high quality professional development opportunities that have increased their knowledge and skills in the areas of math and science. The program will continue this important work in Cycle 10. Missouri's colleges and universities are encouraged to continue fostering strong partnerships with K-12 schools to support improvement in the quality and effectiveness of elementary and secondary teaching and learning.

### **STATUTORY REFERENCE**

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive and dispense federal funds for educational programs.

Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Dual Credit Survey Update  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

The CBHE policy on Dual Credit (adopted June 10, 1999, and revised April 23, 2009), requires every institution offering dual credit courses to verify that the policy guidelines have been implemented. The CBHE, in turn, is required to share with the Department of Elementary and Secondary Education a list of those dual credit programs that are in compliance with this policy.

### **Background**

In April, Missouri's Committee on Transfer and Articulation, with the support of its Advisory Council, established a working group to develop an appropriate survey to collect the requisite information as well as to determine if there are areas of the dual credit policy that need to be revised or clarified.

Per CBHE policy, the survey included information on "the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences and humanities; and summary data on the performance of dual credit students." (Please see Attachment A for the full text of this policy).

MDHE staff sent the survey electronically to both public and independent institutions on July 1; the institutions were asked to complete the survey and return it to the MDHE by July 29. The official survey was conducted online in order to facilitate data collection. The text of this survey is included as Attachment B.

### **Current Status**

As of the printing of this board book, 33 of 53 institutions have completed the survey, including six that do not offer dual credit. MDHE staff has been working with COTA, COTA-AC and representatives from the Department of Elementary and Secondary Education to analyze the data collected. The MDHE will submit a formal report to the CBHE at the December meeting. The report will include a list of all Missouri institutions that are complying with the CBHE guidelines.

Based on the data received thus far, 27,021 students took at least one dual credit course in academic year 2010-2011. In all, these students earned 126,729 credit hours through dual credit, an average of about 4.7 credit hours per student.

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### **Significance of the Dual Credit Survey**

Dual credit is but one example of an “early college” program. Early college programs can provide students with additional access to postsecondary education, reduce the cost of a college education and the time it takes to complete a degree, and benefit both high-achieving and “at-risk” students. Early college programs will play an important role in helping the state reach its goal of increasing educational attainment, and the information collected via this survey will be essential to ensuring their quality. Additionally, this data will assist MDHE staff in laying the groundwork for a reinvigorated early college framework and in ensuring the quality of multiple entry points to higher education.

### **STATUTORY REFERENCE**

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Attachment A: CBHE Dual Credit Policies

Attachment B: Dual Credit Survey

## **CBHE Dual Credit Policy**

*Adopted June 10, 1999*

*Revised April 23, 2009*

### **Introduction**

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Dual credit courses enable high school students to receive, simultaneously, both high school and college-level course credit. They provide high-performing high school students an affordable opportunity to experience high-quality college-level courses. Dual credit courses may be taught by full time college faculty who instruct high school students either on campus or in the high school via on-site instruction or interactive television. Dual credit courses may also be taught using the same modes of delivery by adjunct faculty who may teach part time both on the college campus and at the high school site. However, the large majority of dual credit courses are taught by high school faculty with supervision by on-campus college faculty. The policy guidelines described below apply only to dual credit general education courses offered in high schools by high school teachers to high school students. These guidelines do not address technically oriented dual credit courses offered by some colleges.

Over the past several years, there has been substantial growth and expansion of dual credit programs involving high school faculty with increases in the number of student credit hours generated and in the number of high school students, teachers, and schools participating in dual credit programs. Given this growth and expansion, the Coordinating Board for Higher Education (CBHE) recognizes the necessity of revising its 1992 policy.

### **Statutory References**

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According to Section 167.223, RSMo (1990), public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223, RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

### **Guiding Principles**

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Dual credit courses achieve multiple purposes. The primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students.

Dual credit courses are suitable to challenge students who have mastered or nearly mastered the complete high school curriculum and who require college-level coursework that is more rigorous than the high school curriculum. Dual credit courses also enrich and extend the high school curriculum, provide introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Over time, as the technological means become more efficient in delivering dual credit courses from a distance, on-campus professors and instructors in the high school will be able to work even more closely as instructional collaborators in delivering college courses to high school students.

The policy guidelines described below were developed within the context of this stated purpose and apply only to dual credit general education courses offered in high schools, by high school teachers. These policy guidelines do not address technically oriented dual credit courses.

The policy guidelines for the delivery of dual credit courses denote quality standards that apply in most instances. However, there are instances in which the implementation of the standards may differ from the stated guidelines. For these instances, the institution must provide a rationale and plan to ensure the quality of the dual credit offering for these exceptions (see section on *Evidence for Policy Compliance*).

### **Student Eligibility**

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The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the college or university offering the courses in the high school. For all institutions, however, students must have a minimum overall grade point average of 3.0 (on a 4.0 scale) or the equivalent and be recommended by the high school principal or his or her official designee.

High school students must also meet the same requirements for admission to individual courses (e.g., English or mathematics) as those required of on-campus students (e.g., ACT, ASSET, or other placement test scores). Specific placement tests may not be required for admission to some college courses; however, if the high school administers a competency assessment in an area related to the dual credit course, high school juniors and seniors must score at proficient or above on the MAP or achieve an equivalent score on a comparable assessment. Performance on the MAP or a related assessment test should be verified in the high school principal's or official designee's recommendation that the student participate in a dual credit course.

High school juniors and seniors who meet the above requirements will be eligible for dual credit courses. Under special circumstances, freshmen and sophomores with superior academic talents may take dual credit courses. Freshmen and sophomores must demonstrate their competency by scoring at the 90th percentile or above on the ACT or SAT. Moreover, the recommending high school counselor and the college academic department official must concur that a younger student can benefit from dual credit in the specific course and learn at the collegiate level.

### **Program Structure and Administration**

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Dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college. Elements of the dual credit course to be approved by the on-campus college faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies. Course content and course requirements must be comparable to those utilized in the equivalent on-campus courses with the same titles. The chief academic officer of the postsecondary institution will also be responsible for involving full time faculty in the discipline in the selection and evaluation of all dual credit faculty. The on-campus college faculty must also ensure comparable standards of evaluation.

Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.

Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.

*[Clarifying comment: The intent of the policy is to prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester. The policy is not intended to create logistical problems. On-campus and dual credit academic calendars should be comparable; program directors may exercise reasonable discretion with respect to registrations, payments, drops, withdrawals, and refunds.]*

Students in dual credit courses must have geographic access to student and academic support similar to that accorded students on the college campus, including access to library resources of Coordinating Board for Higher Education  
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similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus. Library materials must be available either on site at the high school or through electronic means. Dual credit students must have reasonable access to the course instructor outside regular classroom hours either in person, via phone, and/or through other electronic means.

Institutions shall not use fees as a means of competing for dual credit students and shall work cooperatively when providing dual credit courses in the same geographic area. Institutions should use the same credit hour fee for all dual credit courses, regardless of the site.

*[Clarifying comment: An institution's price for dual credit courses should be consistent from high school to high school. Actual costs may vary for a number of reasons. Quality controls should not be sacrificed in order to provide institutions with a competitive financial edge.]*

The chief academic officer of the college or university, being responsible for the academic quality of courses delivered on the college campus, is also accountable for the implementation of this policy and for assuring the integrity and quality of all dual credit courses.

### **Faculty Qualifications and Support**

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As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching. However, institutions are permitted to use professional judgment in allowing faculty that do not meet all requirements for higher education instruction to teach dual credit courses provided that ninety percent of any institution's dual credit faculty meet the standard faculty eligibility requirements set forth above.

New dual credit instructors will participate in orientation activities provided by the college and/or academic department. Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus. In order to assure comparability of the dual credit course with the corresponding experience on the college campus, college academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison. Dual credit instructors must be evaluated according to the college's evaluation Coordinating Board for Higher Education  
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policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, the institution of higher education must provide on-site supervision and evaluation of the dual credit faculty. This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education.

### **Assessment of Student Performance**

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The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses resides with the on-campus college faculty in the appropriate academic discipline. In general, comparability between the dual credit course taught in the high school and the corresponding course taught on the college campus should be demonstrated by using the same methods of assessment or identical testing procedures and by employing the same means of evaluation, which will be supervised by the appropriate faculty on the college campus.

In atypical cases, when different tests are constructed and independent evaluations are performed by the high school teacher, the burden shifts to the institution to demonstrate the comparability of dual credit courses and to ensure a common standard of grading. The use of nationally normed instruments is recommended when the substance of the normed test is consistent with the learning objectives of the dual credit course. Locally developed assessments must be administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes. Since the dual credit courses duplicate course offerings delivered on the college campus to matriculated students, both formative and summative assessment strategies and tools must be approved by the on-campus college faculty in the appropriate academic discipline. Annual reports of student performance must be submitted to the chief academic officer for both review and consideration with respect to the continuation of the dual credit instructor.

### **Transferability of Credit**

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Dual credit programs are not designed to replace a substantial segment of the academic experience on a college campus, but rather the programs are created to provide high-achieving

high school students with opportunities for acceleration. High school students vary in their academic preparedness and in their capacity to complete collegiate-level work while in high school. The number of credit hours successfully completed by a high school student in dual credit programs will be related to her or his ability level. Since dual credit programs are predicated on the portability of transcribed college credit, the following guideline should anchor the decisions made by the high school student and the receiving institution: students receiving dual credit from institutions in compliance with these policy guidelines can expect to transfer credit up to the equivalent of five courses.

*[Clarifying comment: Five courses shall be assured in transfer to all public institutions and independent/proprietary signatory institutions. "Equivalence of five courses" means five individual courses, regardless of the credit-hour value of those courses.]*

Students who wish to transfer more than five dual credit courses should consult the institution of higher education to which they intend to transfer in order to determine if the institution has a policy regarding the acceptance of dual credit courses used for the completion of a college degree.

*[Clarifying comment: All courses presented for transfer shall be evaluated based upon written transfer agreements in force among/between institutions. However, institutions shall be cognizant of the impact of their policy concerning courses above the assured five courses on articulated transfer agreements with other institutions. Institutions are encouraged to review their articulated transfer agreements' consistency with their dual credit policies. Dual credit courses shall be evaluated on the same basis as on-campus courses for the purposes of transfer. Each institution's dual credit acceptance policies shall be uniform. Institutional policies concerning dual credit should be applied equally to all institutions, including one's own institution.]*

Students with dual credit transcribed courses who complete Associate of Arts (AA) degrees will be received in transfer the same as all AA degree transfer students.]

The receiving institution should not, however, impose any limits that preclude high school juniors and seniors from earning additional credit through regular summer and/or evening enrollment in college courses taught by college faculty as allowed by dual enrollment, early admissions, or other college programs such as articulation agreements, advanced placement, or other accepted means of testing or granting credit.

Credit earned by students in dual credit courses that meet the above guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All student rights and responsibilities as outlined in the **CBHE's Credit Transfer Guidelines** shall apply. Institutions must publicize their policies related to the acceptance of dual credit beyond the equivalent of five courses.

### **Evidence for Policy Compliance**

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Each institution will provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented. The chief academic officer of each institution offering dual credit courses must provide evidence concerning the implementation of the dual credit policy guidelines stated above in the sections on Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance, and Transferability of Credit. The institution may provide additional information in support of the quality and comparability of the dual credit courses to the same course offerings on the college campus, especially as those data support institutional exceptions to any of the policy guidelines. The CBHE will provide an updated list of dual credit programs that are in compliance with the above policy that will be shared annually with the Department of Elementary and Secondary Education and other interested constituents.

In addition, all institutions offering dual credit courses are required to report annually to the CBHE such things as the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences, and humanities; and summary data on the performance of dual credit students. A format for the annual reports will be developed. Dual credit data will be submitted to the CBHE when the institution submits its annual Performance Indicators Report. These policy guidelines shall be reviewed by COTA after three years based on annual reports submitted by institutions and reports on the academic progress of students who transfer dual credit.

## Dual Credit Survey

\* = *required question*

### Basic Information

**1 [1] What institution do you represent? \***

Please write your answer here:

**2 [2] Please provide your name, title, and contact information. \***

Please write your answer here:

**3 [3] Please provide a list of all dual credit courses offered by your institution. Please either insert the list below, or provide the web address where this information may be found. \***

Please write your answer here:

**4 [4] What is the total number of students enrolled in your program (unduplicated headcount) for AY 2010-2011? \***

Please write your answer here:

**5 [5] What is the total number of student credit-hours earned through your dual credit program for AY 2010-2011? \***

Please write your answer here:

### Student Eligibility

**6 [1] Do all of your students meet the minimum 3.0 overall GPA requirement? \***

Please choose **only one** of the following:

- Yes
- No

**7 [1.1] If not, please explain when and how exceptions are made.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '6 [1]' (Do all of your students meet the minimum 3.0 overall GPA requirement?)

Please write your answer here:

**8 [2] Does your institution require admission tests or other competency assessments for individual dual credit courses? \***

Please choose **only one** of the following:

- Yes
- No

**9 [3] Does your institution provide secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students? \***

Please choose **only one** of the following:

- Yes
- No

**10 [3.1] Please provide a copy or the web address where this information may be found. Please insert the web address below or send a copy to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or to her attention at:**

**Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '9 [3]' (Does your institution provide secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students?)

Please write your answer here:

### **Program Structure and Administration**

**11 [1] Under what area is your institution's dual credit program administered? \***

Please choose all that apply and provide a comment:

- Academic Affairs
- Student Affairs
- Admissions and Enrollment Management
- Other

**12 [2] Please provide a copy of the institution's organizational chart as it pertains to the administration of the dual credit program. Please insert the web address where it may be found in the comment section below or send a copy to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or to her attention at:**

**Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469 \***

Please write your answer here:

**13 [3] Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college? \***

Please choose **only one** of the following:

- Yes
- No

**14 [3.1] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '13 [3]' (Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college?)

Please write your answer here:

**15 [3.2] If so, please check the following items that are approved/monitored by the assigned liaison:****Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '13 [3]' (Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college?)

Please choose all that apply and provide a comment:

- Instructor Approval
- Syllabus
- Textbook(s)
- Teaching Methodology
- Student Assessment Strategies
- Instructor Evaluation
- On-Site Supervision
- Other (please explain)

**16 [4] Does your institution have established cut-off dates for registration? \***

Please choose **only one** of the following:

- Yes
- No

**17 [4.1] If not, please explain your registration process and include a link to any applicable policies.****Only answer this question if the following conditions are met:**

° Answer was 'No' at question '16 [4]' (Does your institution have established cut-off dates for registration?)

Please write your answer here:

**18 [5] Do all of your dual credit students have access to "student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus?" \***

Please choose **only one** of the following:

- Yes
- No

**19 [5.1] Please provide a link to the policies or other information available on your website that describe the access that dual credit students have to resources on your campus.****Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '18 [5]' (Do all of your dual credit students have access to "student and academic support similar to that accorded students on the college campus, including

access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus?")

Please write your answer here:

**Faculty Qualifications and Support**

**20 [1] Are dual credit instructors in the programs provided by your institution approved by the respective college/university academic departments and meet the department requirements for on-campus instructors? \***

Please choose **only one** of the following:

- Yes
- No

**21 [1.1] Please describe the criteria and processes for appointing, approving or denying dual credit instructors. This may be provided either via the web address where this information may be found or by sending documents to the MDHE. Please either insert the web address(es) below or send a copy to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or to her attention at:**

**Missouri Department of Higher Education**

**P.O. Box 1469**

**Jefferson City, MO 65102-1469 \***

Please write your answer here:

**22 [2] How many dual credit instructors does your program have across all courses (unduplicated headcount)? \***

Please write your answer here:

**23 [2.1] What percentage of your dual credit instructors meet the criteria stated in the CBHE Dual Credit Policy: "High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching." \***

Please choose all that apply and provide a comment:

- Less than 75%
- 76%-85%
- 86%-89%
- 90%-95%
- 96%-100%

**24 [2.2] You noted that less than 90% of your dual credit instructors meet the criteria stated in the CBHE Dual Credit Policy. Please provide an explanation that includes the difficulties encountered in fulfilling these criteria.**

**Only answer this question if the following conditions are met:**

° Answer was 'Less than 75%' or '76%-85%' or '86%-89%' at question '23 [2.1]' (What percentage of your dual credit instructors meet the criteria stated in the CBHE Dual Credit

Policy: "High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.")

Please write your answer here:

**25 [3] Does your institution provide dual credit instructors with discipline-specific training and orientation? \***

Please choose all that apply and provide a comment:

- Yes
- No
- Only for some courses/instructors

**26 [3.1] What does this training include?**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please choose all that apply and provide a comment:

- Course Curriculum
- Assessment Criteria
- Pedagogy
- Course Philosophy
- Administrative Responsibilities and Procedures
- Other (please explain)

**27 [3.2 ] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please write your answer here:

**28 [3.3] Please provide 1) the types of training offered to instructors (please list applicable courses) and 2) an explanation for those instructors that do not receive such training.**

**Only answer this question if the following conditions are met:**

° Answer was 'Only for some courses/instructors' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please write your answer here:

**29 [3.4] Please describe your institution's annual professional development for dual credit instructors and include links to relevant information that is available online. \***

Please write your answer here:

**30 [4] Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field? \***

Please choose **only one** of the following:

- Yes

No

**31 [4.1] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '30 [4]' (Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field?)

Please write your answer here:

**32 [4.2] If so, please provide examples of these interactions that include format, delivery methods and frequency.**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '30 [4]' (Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field?)

Please write your answer here:

**33 [5] Does your institution offer remuneration to the high school teacher, school, or district? \***

Please choose **only one** of the following:

- Yes  
 No

**34 [6] How does your institution offer remuneration to the high school teacher, school, and/or district?**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '33 [5]' (Does your institution offer remuneration to the high school teacher, school, or district?)

Please choose all that apply and provide a comment:

- Direct Pay per Course  
 Direct Pay per Student  
 Scholarships  
 Fee Waivers  
 Other Tuition Concessions  
 Other (please provide a description)

**Assessment of Student Performance**

**35 [1] Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?\***

- Yes  
 •  No

**36 [1.1] If so, please provide a detailed description of the processes and implementation used to assure assessment standards. Please include links to applicable policies on the institution's website.**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '35 [1]' (Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?)

Please write your answer here:

**37 [1.2] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '35 [1]' (Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?)

Please write your answer here:

### Transferability of Credit

**38 [1] Is the dual credit program at your institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)? \***

Please choose **only one** of the following:

- Yes
- No

**39 [1.1] If not, is your institution working toward accreditation through NACEP?**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '38 [1]' (Is your institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?)

Please choose **only one** of the following:

- Yes
- No

**40 [1.1.1] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '39 [1.1]' (If not, is your institution working toward accreditation through NACEP?)

Please write your answer here:

**41 [2] Are course credits earned by dual credit students recorded on an official transcript from your institution? \***

Please choose **only one** of the following:

- Yes
- No

**42 [2.1] If so, please provide evidence in the form of a letter from the registrar. This may be emailed to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or mailed to her attention at:**

**Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '41 [2]' (Are course credits earned by dual credit students recorded on an official transcript from your institution?)

Please write your answer here:

**43 [2.2] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '41 [2]' (Are course credits earned by dual credit students recorded on an official transcript from your institution?)

Please write your answer here:

### **Evidence of Policy Compliance**

**44 [1] Please send a copy of all applicable dual credit policies and procedures at your institution or provide the web addresses where these documents may be found. Please send to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or send a hard copy to her attention at:**

**Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469 \***

Please write your answer here:

### **Miscellaneous**

**45 [1] Please list any major challenges your dual credit program has encountered in maintaining the guidelines set forth in the CBHE policy (e.g. replacing credentialed teachers who retire, leave the district, move into administration, or encounter illness/accidents; maintaining course content/rigor when teachers change or when high schools change the high school curriculum; providing annual faculty development, etc.). \***

Please write your answer here:

**46 [2] In the space provided below, please share any additional information that you feel is relevant to your program and/or any comments or clarifications that you would like to provide. In addition, please feel free to send comments/questions to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or to her attention at:**

**Missouri Department of Higher Education**  
**P.O. Box 1469**  
**Jefferson City, MO 65102-1469.**  
Please write your answer here:

Submit your survey.  
Thank you for completing this survey.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Higher Education Subcommittee of the Homeland Security Advisory Council Update  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

Tragedies like the incidents in Tucson and Virginia Tech, and natural disasters such as the incident in Joplin all remind us of the importance of having policies and practices in place on campuses to ensure the safety of students in the event of an emergency and to aid in preventing or mitigating the effects of these events. The Higher Education Subcommittee of the Homeland Security Advisory Council was established in 2007 to advise the Homeland Security Advisory Council on safety initiatives related to higher education in Missouri. The intent of this board item is to provide an update on the work of the HES-HSAC.

#### **Progress on Current Initiatives**

The work of the HES-HSAC is focused on five overarching goals, based upon results of campus and community surveys:

1. Support for institutions in creating a safe environment
2. Resource development
3. Communication and outreach
4. Legislative initiatives
5. Research

The HES-HSAC held its end-of-the-year meeting during the 2011 Missouri Safe Schools and Colleges Conference to review progress over the past year and develop plans for moving forward on a number of projects in support of these goals.

The HES-HSAC collaborated with the Missouri School Boards' Association and the Department of Public Safety Office of Homeland Security to plan the higher education track of the Missouri Safe Schools and Colleges Conference. The conference was held July 7-8, 2011 at Tan-Tar-A Resort in Osage Beach, Missouri, and focused on enhancing prevention and mitigation efforts in dealing with safety and security issues in schools and on campuses such as stalking, natural disasters, behavioral health trends and understanding and planning for campus bomb incidents. Overall, there were more than 400 participants from across the state, including K-12 and higher education educators and administrators, state agencies, law enforcement, first responders and students. Four student scholarships were awarded to University of Missouri-Columbia students with majors in secondary and postsecondary education, civil engineering and political science covering registration, meals and hotel accommodations. Comments were generally positive and supported that the conference was quite informative and the presence of multiple stakeholders contributed to the richness of conversations and opportunities for networking. The HES-HSAC is working with MSBA and the Department of Public Safety to develop programs for the 2012

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Missouri Safe Schools and Colleges Conference scheduled for July 18-20, 2012 at Tan-Tar-A Resort in Osage Beach, Missouri.

The HES-HSAC is working with the Missouri Department of Mental Health to support the Mental Health First Aid program, a twelve-hour mental health literacy course that teaches people how to recognize and offer assistance to individuals experiencing a mental health crisis. The Department of Mental Health has applied for a grant through the Missouri Foundation for Health to implement this program on college campuses in Missouri in a variety of ways: continuing education, for-credit- and not-for-credit courses.

The HES-HSAC continues to work with key stakeholders and constituents to remain abreast of best practices in campus safety and security and to relay that information to the institutions. The HES-HSAC Campus Safety and Security website (<http://campussecurity.missouri.org>) is reviewed by the committee twice annually and provides up-to-date information and resources to colleges and universities.

### **Conclusion**

In the wake of declining institutional budgets and tightened reigns on spending across the state, there are unique challenges associated with promoting a culture of emergency preparedness on campuses with such scarce resources. Effective campus policies require creative, collaborative, and multi-disciplinary approaches in planning and preparing for hazards. The HES-HSAC serves as a resource for connecting best practices in emergency preparedness with campuses in their efforts to foster this culture of preparedness.

### **STATUTORY REFERENCE**

Governor's Executive Order 06-09

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

“Board Perspectives: Understanding Statewide and Local Issues in Higher Education”  
Coordinating Board for Higher Education  
September 8, 2011

### DESCRIPTION

The Coordinating Board for Higher Education seeks to understand the perspectives of local institutional governing boards in order to foster collaboration, quality, accountability and efficiency in the state’s system of higher education. Representatives of local governing boards can benefit from exchanges with their counterparts from around the state. They also can benefit from briefings by state officials regarding the statewide issues that challenge higher education institutions.

The External Affairs Committee of the CBHE, in conjunction with MDHE staff, proposes to host a conference in March or April, 2012, to bring together representatives from local governing boards, state and national experts and elected officials. Objectives of the conference would be to provide opportunities to:

- Build relationships with colleagues and experts in the field of higher education
- Learn about the broader perspective of the Missouri higher education system and how individual institutions fit within it
- Develop an understanding of the common challenges faced by all higher education institutions
- Develop a better understanding of how boards contribute to institutional and education systems success

### STATUTORY REFERENCE

None

### RECOMMENDED ACTION

It is recommended that the CBHE approve hosting a conference next March or April to engage local governing boards in a discussion of issues facing higher education in Missouri.

### ATTACHMENT

Sample conference agenda

**Proposed Sample Agenda**

**Board Perspectives: Understanding Statewide and Local Issues in  
Higher Education**

**Date  
Location**

**1<sup>st</sup> Plenary Session**

Welcome – Governor (to be invited), CBHE Chair, Commissioner of Higher Education

Keynote – Speaker from Association of Governing Boards

**Concurrent Breakout Sessions (2-3)** – (each led by CBHE moderator, subject matter expert)

**Luncheon**

Speaker – TBD

**Concurrent Breakout Sessions (2-3)** – (each led by CBHE moderator, subject matter expert)

**2<sup>nd</sup> Plenary Session**

Hear reports from each breakout session (5-6 total)

**Concluding Remarks**

**Adjourn**

**Reception at Governor's Mansion** (subject to calendar)

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**Potential Breakout Session Topics**

- State and federal budget outlook
- New script for financing higher education
- Strategies for meeting national and state attainment goals
- A systemic approach to education and workforce needs in Missouri

- Innovations and alternate pathways to attainment
- Political support for higher education
- Closing the achievement gap

DRAFT

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

*Imperatives for Change* Performance Report  
Coordinating Board for Higher Education  
September 8, 2011

### **DESCRIPTION**

*Imperatives for Change: Building a Higher Education System for the 21<sup>st</sup> Century* serves as the statewide coordinated plan to promote improvement in and establish public reporting about priorities for Missouri's higher education system. This item introduces the IFC 2011 Performance Report, the second update for key indicators of the state of postsecondary education in Missouri since the baseline report published in 2009. This item will also provide an update of additional performance measures selected by institutions.

### **Background**

The adoption of IFC in July 2008 by the CBHE was the culmination of more than two years of consensus building with institutional presidents and chancellors. IFC addresses three major strategic goals:

- Increase Educational Attainment
- Produce a Globally Competitive Workforce
- Increase Shared Responsibility for Investment, Stewardship, and Accountability

IFC also includes several objectives and indicators (measures) for each strategic issue. Of the 50 IFC indicators, 2009's baseline report presented data for 38 indicators for which data was available at the time. In 2010, MDHE staff worked with institutional representatives to refine and develop new methodologies, implement new data collection and identify target goals for sector and statewide performance. Additionally, the first IFC performance report was presented to the CBHE that year, providing information about the condition of Missouri's postsecondary education system at that time. Further information on IFC and the baseline report may be found on the MDHE website (<http://www.dhe.mo.gov/ifc.shtml>).

Senate Bill 389 (2007) mandated the identification, definition and reporting of two institutional performance measures by each of the state's public institutions. Attachment A provides a summary of updated data detailing these measures.

### **STATUTORY REFERENCE**

Section 173.1006.1 (1), RSMo. Coordinating board's responsibilities include work with public institutions in the identification and reporting of institutional performance measures.

Coordinating Board for Higher Education  
September 8, 2011

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENTS**

Attachment A:        *Institution Selected Performance Measures, 2011* (to be provided at the  
CBHE meeting September 8)

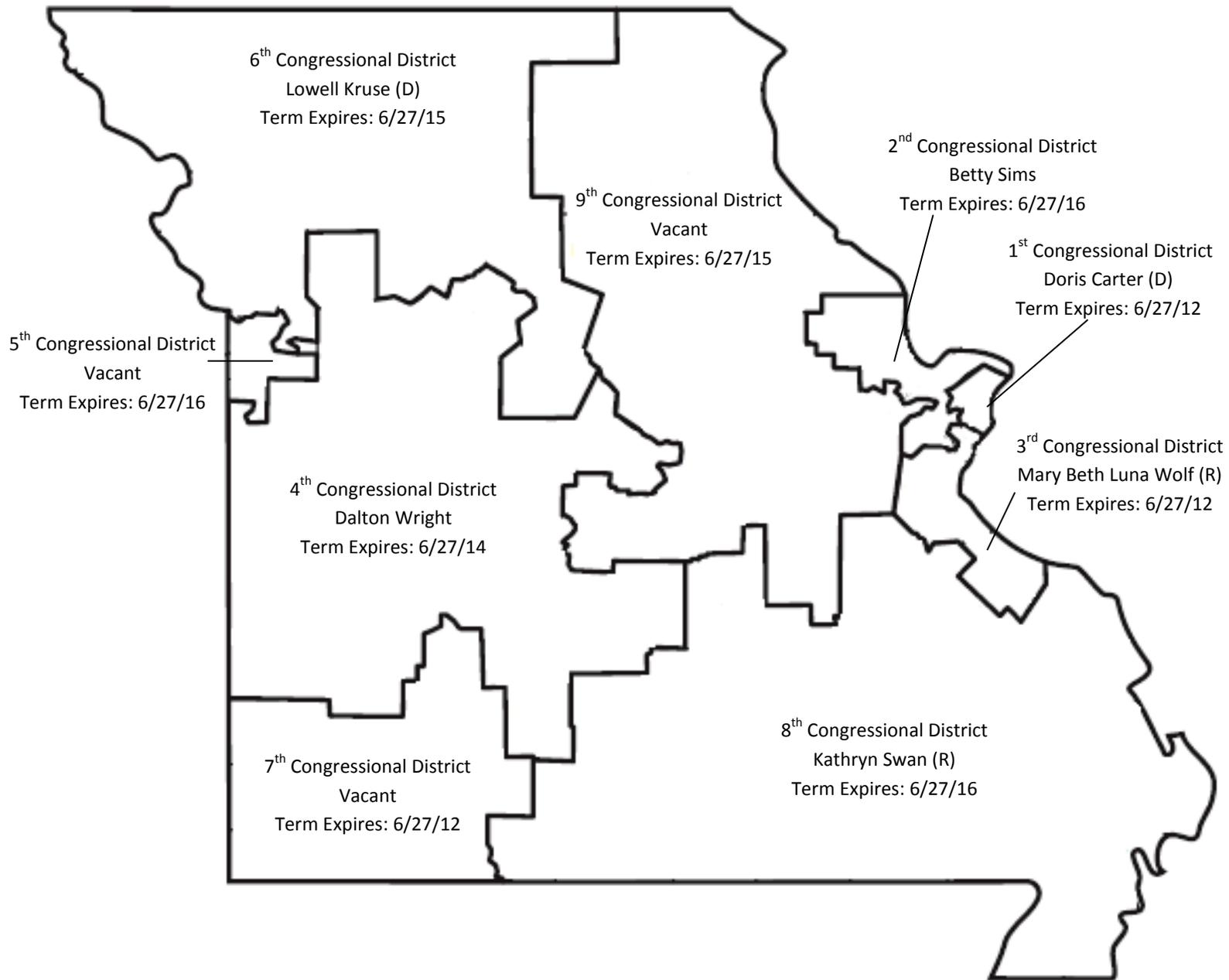
## Coordinating Board for Higher Education Members by Congressional District

### Missouri's Congressional Districts\*

District	Description or boundary	Population
1	Parts of St. Louis County and St. Louis City	621,690
2	Counties of Lincoln, St. Charles (part of), St. Louis County (part of)	621,690
3	Counties of Jefferson, Ste. Genevieve and parts of St. Louis County and St. Louis City	621,690
4	Counties of Barton, Bates, Benton, Camden (part of), Cass (part of), Cedar, Cole, Dade, Dallas, Henry, Hickory, Jackson (part of), Johnson, Laclede, Lafayette, Moniteau, Morgan, Pettis, Polk (part of), Pulaski, Ray, Saline, St. Clair, Vernon and Webster	621,690
5	Cass (part of), Jackson County (part of) and Kansas City (part of)	621,691
6	Counties of Andrew, Atchison, Buchanan, Caldwell, Carroll, Chariton, Clay, Clinton, Cooper, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Howard, Jackson (part of), Linn, Livingston, Mercer, Nodaway, Platte, Putnam, Schuyler, Sullivan, Worth and Kansas City (part of)	621,690
7	Counties of Barry, Christian, Greene, Jasper, Lawrence, McDonald, Newton, Polk (part of), Stone and Taney (part of)	621,690
8	Counties of Bollinger, Butler, Cape Girardeau, Carter, Dent, Douglas, Dunklin, Howell, Iron, Madison, Mississippi, New Madrid, Oregon, Ozark, Pemiscot, Perry, Phelps, Reynolds, Ripley, St. Francois, Scott, Shannon, Stoddard, Taney (part of), Texas, Washington, Wayne and Wright	621,690
9	Counties of Adair, Audrain, Boone, Callaway, Camden (part of), Clark, Crawford, Franklin, Gasconade, Knox, Lewis, Macon, Maries, Marion, Miller, Monroe, Montgomery, Osage, Pike, Ralls, Randolph, St. Charles (part of), Scotland, Shelby and Warren	621,690
* Source for the chart <i>2009-2010 Official Manual State of Missouri ("Blue Book")</i>		

# Coordinating Board for Higher Education Members by Congressional District

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## **STATUTORILY REQUIRED FUNCTIONS OF THE CBHE/MDHE**

(as of May 31, 2011)

### **Fiscal**

- Establish guidelines for appropriation requests by public 4-year institutions (§ 173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Request appropriations based on number of students receiving Pell grants (§ 173.053)<sup>1</sup>
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), 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 public 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 university appropriation recommendations where prior need has been established in areas designated by the CBHE (§ 173.030(4))
- Request appropriations to match USAID funds for purposes of facilitating international student exchanges (§ 173.730)

### **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 in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more 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))
- Develop in cooperation with DESE a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)<sup>2</sup>
- 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(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every 5 years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to Governor and General Assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

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<sup>1</sup> Requirement established in 1988 and required determining in that year the number of students then receiving maximum Pell grants and using that figure in subsequent year appropriation requests. Apparently, this has never been done.

<sup>2</sup> This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

## **Academic Programs**

- Review public and independent academic programs and approve public programs (includes out-of-state coming to Missouri) (§§ 173.005.2(1) & (11))
- 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 (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- Determine extent to which courses of instruction in the Constitution of the U.S. and of MO and in American history should be required beyond high school and in colleges and universities (§ 170.011.1)
- Establish guidelines that facilitate transfer of students between institutions (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with 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)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)

## **Institutional Relationships**

- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Encourage cooperative agreements between public 4-year institutions that do not offer graduate degrees and those that do offer them for purposes of offering graduate degree programs on the campuses of the public 4-year institutions that do not otherwise offer graduate degrees (§173.005.2(2))
- Approve new state supported senior colleges or residence centers (§ 173.005.2(4))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions for institutional decisions relating to residence status of students (§ 173.005.2(6))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- 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 to govern all public institutions of higher education that do not have their own after January 1, 1992 (§ 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 state board of education (DESE) on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
  - Establishing their role in the state
  - Setting up the form of surveys to be used for local jurisdictions to use in determining need and potential for a community college
  - Administering the state financial support program
  - Formulating and putting into effect uniform policies as to budgeting, record keeping, and student accounting
  - Establishing uniform minimum entrance requirements and uniform curricular offerings
  - Making a continuing study of community college education in the state
  - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

*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<sup>3</sup>**

- 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 Nurse Education Incentive Program (§ 335.203)
- 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 categories of employees permanently disabled or their spouses or children or survivors in the event of the employee’s death (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for part-time students who work (need based) (§ 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 Improving Teacher Quality Grant Program (§§ 168.585(1), 173.050(2), Pub. Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001)
- Administer the Missouri Prospective Teacher Loan Fund (§§ 168.580.4, .585 & .590)

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<sup>3</sup> 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 Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- *Administer the Missouri Educational Employees' Memorial Scholarship Program for children of educational employees who died while employed by a MO school district (need based; funded by voluntary donations from paychecks of employees of public school districts) (§ 173.267.4)*
- *Administer the Higher Education Artistic Scholarship Program (§ 173.724.3)*
- *Administer the Higher Education Graduate Study Scholarship Program, for areas of study designated by the CBHE as it determines reflect manpower needs for the state (§ 173.727.3)*
- Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waiver to certain students who have been in foster care or other residential care under the department of social services (§ 173.270.1)
- 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)
- *Administer the Undergraduate Scholarship Program (for math and selected sciences and teacher education in math, science and foreign languages) (§ 173.198.1)*
- *Administer the Graduate Fellowship Program (for math, selected sciences and foreign languages) (§ 173.199.1)*
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Disseminate procedures for receiving annual certifications 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)

#### **State Guaranty Agency under the Federal Family Education Loan Program<sup>4</sup>**

- 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 1087-2), 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
- Providing information to students and families on college planning, career preparation, and paying for college

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<sup>4</sup> As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be 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.

- Administering claims
- Provide marketing and customer assistance
- 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 MO certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit MO certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in MO (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-MO institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)

### **Assignments in Statute to Serve on other State Boards**

- MOHELA (both the commissioner and a CBHE member) (§ 173.360)
- Missouri Higher Education Savings Program (MOST) (§ 166.415.1)
- Missouri Workforce Investment Board (§ 620.511.3)
- Holocaust Commission (§ 161.700.3(1))
- Commission on Autism Spectrum Disorders (§ 633.200.3(6))
- Interagency Advisory Committee on Energy Cost Reduction & Savings (§ 8.843)
- Minority Environmental Literacy Advisory Committee (§ 173.240.7)
- Missouri Area Health Education Centers Council (§ 191.980)