

# **Coordinating Board for Higher Education**

## **Agenda**

**9:30 a.m.  
Thursday  
September 3, 2015**

**Capitol Plaza Hotel  
Jefferson City, MO**

**COORDINATING BOARD FOR HIGHER EDUCATION**

**Betty Sims**, Chair, St. Louis

**Brian Fogle**, Vice-Chair, Springfield

**Carolyn Mahoney**, Secretary, Jefferson City

**Doug Kennedy**, Poplar Bluff

**Dalton Wright**, Conway

**TIME:** 9:30 a.m.  
Thursday, September 3, 2015

**PLACE:** Capitol Plaza Hotel  
Truman Room  
415 West McCarty Street  
Jefferson City, MO 65101

# Schedule of Events September 2-3, 2015

## Wednesday, September 2, 2015

3:30 p.m. – 5:30 p.m.      **CBHE Work Session**  
Capitol Plaza Hotel  
Room: Jefferson A  
415 West McCarty Street  
Jefferson City, MO 65101

## Thursday, September 4, 2014

9:30 a.m. – 11:30 a.m.      **CBHE / PAC Meeting**  
Capitol Plaza Hotel  
Room: Truman  
415 West McCarty Street  
Jefferson City, MO 65101

Individuals needing special accommodations relating to a disability should contact Jenn Clemons at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109, or [Jennifer.clemons@dhe.mo.gov](mailto:Jennifer.clemons@dhe.mo.gov) or at (573) 751-1876, at least three working days prior to the meeting.

COORDINATING BOARD FOR HIGHER EDUCATION

September 3, 2015 – 9:30 a.m. – 11:30 a.m.

Capitol Plaza Hotel, Truman Room

Jefferson City, MO

**AGENDA**

<b><u>Agenda Item Description</u></b>	<b>Tab</b>	<b>Presenter</b>
<b>General Business</b>		
<b><u>Action</u></b>		
1. Review Consent Agenda		
a. Minutes of the June 3, 2015 CBHE Meeting		
b. Distribution of Community College Funds	A	Leroy Wade
<b>Report of the Commissioner</b>		
<b><u>Action</u></b>		
1. Approval of STLCC Board Appointments Policy	B	Jeremy Knee
2. Move December CBHE Public Meeting to Columbia, MO		David Russell
<b>Presidential Advisory Committee</b>		
<b><u>Information</u></b>		
1. Progress Report: Blueprint for Higher Education		Don Claycomb, Chair  Deb Hollingsworth & Jim Anderson,
<b>Budget and Financial Aid Committee</b>		
<b><u>Action</u></b>		
1. FY17 Recommendations for Public Institutions' Base Operating Appropriations	C	Debra Burnette
2. FY17 Capital Improvements Recommendations	D	Leroy Wade
3. FY17 Higher Education Capital Fund Recommendations	E	Leroy Wade
4. FY17 Recommendations for MDHE Operating and Student Financial Assistance Appropriations	F	Debra Burnette
5. Alternative Operating Budget Recommendations	G	Leroy Wade
6. FY16 A+ Funding Response	H	Leroy Wade
<b><u>Information</u></b>		
1. Student Loan Program Update	I	Leanne Cardwell
<b>Academic Affairs and Workforce Needs Committee</b>		
<b><u>Action</u></b>		
1. Academic Program Actions	J	Rusty Monhollon
2. English Assessment Pilot Report	K	Rusty Monhollon
3. Committee on College and Career Readiness	L	Rusty Monhollon
<b><u>Information</u></b>		
1. Proprietary School Certification Actions and Reviews	M	Leroy Wade
2. GTA English Language Proficiency Report	N	Rusty Monhollon
3. Reverse Transfer Update	O	Rusty Monhollon
4. Independent Institutions Program Inventory Reconciliation	P	Rusty Monhollon
<b>Audit Committee</b>		
<b>Doug Kennedy, Chair</b>		
<b>External Affairs Committee</b>		
<b>Dalton Wright, Chair</b>		

**General Business**

**Information**

- |  |            |
|--|------------|
| 1. Appointment of Nominating Committee for 2016 Board Officers | Betty Sims |
| 2. Good and Welfare of the Board                               |            |
| 3. CBHE Members by Congressional District                      | Q          |
| 4. CBHE Statutory Functions                                    | R          |

**Action**

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

**The tentative agenda for this meeting also includes a vote to go into closed session pursuant to Section 610.021(12).**

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

**Representatives by Statute**

**Public Four-Year Universities**

Dr. Dwaun Warmack, President  
Harris-Stowe State University

Dr. Kevin Rome, President  
Lincoln University

Dr. Alan Marble, Interim President  
Missouri Southern State University

Mr. Clif Smart, President  
Missouri State University

Dr. Cheryl Schrader, Chancellor  
Missouri University of Science and Technology

Dr. Robert Vartabedian, President  
Missouri Western State University

Dr. John Jasinski, President (PAC Vice-Chair)  
Northwest Missouri State University

Dr. Carlos Vargas-Aburto, President  
Southeast Missouri State University

Dr. Troy Paino, President  
Truman State University

Dr. Charles Ambrose, President  
University of Central Missouri

Mr. Timothy Wolfe, President  
University of Missouri System

Dr. R. Bowen Loftin, 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. Jennifer Methvin, President  
Crowder College

Dr. Jon Bauer, President  
East Central College

Dr. Raymond Cumiskey, President  
Jefferson College

Mr. Mark James, Chancellor  
Metropolitan Community Colleges

Dr. Steven Kurtz, President  
Mineral Area College

Dr. Jeffrey Lashley, President  
Moberly Area Community College

Dr. Neil Nuttall, President  
North Central Missouri College

Dr. Hal Higdon, Chancellor  
Ozarks Technical Community College

Dr. Ronald Chesbrough, President  
St. Charles Community College

Dr. Jeff Pittman, Chancellor  
St. Louis Community College

Dr. Joanna Anderson, President  
State Fair Community College

Dr. Wesley Payne, President  
Three Rivers Community College

**Public Two-year Technical College**

Dr. Donald Claycomb, President  
State Technical College of Missouri

(PAC Chair)

**Independent Four-year Colleges and Universities**

Dr. Michael Shonrock, President  
Lindenwood University

Dr. Roger Drake, President  
Central Methodist University

Dr. Ron Slepitz, President  
Avila University

Dr. Mark S. Wrighton, Chancellor  
Washington University

Four-year alternate:

Vacant

**Independent Two-year Colleges**

Col. Mike Lierman, Interim President  
Wentworth Military Academy and Junior College

Two-year alternate:

Dr. Jann Weitzel, President  
Cotter College

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**Association Chairs**

**COPHE** – Clif Smart, President, Missouri State University

**MCCA** – Dr. Ron Chesbrough, President, St. Charles Community College

**ICUM** – Dr. Ron Slepitz, President, Avila University

**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
June 3, 2015**

The Coordinating Board for Higher Education met on Wednesday, June 3, 2015, at Missouri State University, Springfield, MO. Madame Chair Betty Sims called the meeting to order at 9:38 a.m. The presence of a quorum was established with the following in attendance:

	<b>Present</b>	<b>Absent</b>
Brian Fogle	X	
Doug Kennedy	X	
Lowell Kruse	X	
Carolyn Mahoney	X	
Betty Sims	X	
Dalton Wright	X	

**GENERAL BUSINESS**

Items on the consent agenda included the Minutes of the April 9, 2015, CBHE Meeting in St. Joseph, MO and the Distribution of Community College Funds. **Lowell Kruse made a motion to approve the consent agenda in its entirety. Doug Kennedy seconded the motion. Motion passed unanimously.**

**REPORT OF THE COMMISSIONER**

Commissioner David Russell gave an update on the Coordinated Plan. He stated that the next hearing is this afternoon at Ozark Technical Community College in Springfield and there is one tomorrow (June 4) at Southeast Missouri State University in Cape Girardeau. The Cape public hearing will be the last in this process. The steering committee will meet in Jefferson City July 29 and 30 for work groups to begin building the draft blueprint for higher education.

Dr. Dennis Jones, President of National Center for Higher Education Management Systems, presented Funding Higher Education.

**PRESIDENTIAL ADVISORY COMMITTEE**

Clif Smart chaired the Presidential Advisory Committee report in Don Claycomb's absence.

***Performance Funding Briefing***

This has been a pilot year for performance funding.

Dr. Jon Bauer, Matt Simpson and Paul Wagner presented on how to track recent graduates and what kind of data should be used.

***2015 Legislative Session Final Report***

Deputy Commissioner Leroy Wade discussed the outcome of legislation during this past session. He shared that HB 272 / SB 299 Bright Flight Expansion did not pass.

**BUDGET AND FINANCIAL AID COMMITTEE**

Brian Fogle chaired the Budget and Financial Aid Committee report.

***Student Loan Program Update***

Information was noted with no further discussion.

***State Student Aid Status Report***

Information was noted with no further discussion.

**ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE**

Carolyn Mahoney chaired the Academic Affairs and Workforce Needs Committee report.

***Academic Program Actions***

**Carolyn Mahoney made a motion to approve the new off-site locations listed in this information item and the program changes and new program proposals listed in the attachment. Doug Kennedy seconded the motion. Motion passed unanimously.**

***Dual Credit Policy Revision***

**Carolyn Mahoney made a motion to approve the CBHE Policy on Dual Credit Delivery (attachment A) to replace the current Dual Credit Policy and COTA's Principles of Good Practice for Dual Credit Courses.**

**Also that the Coordinating Board direct the Commissioner of Higher Education to implement the provisions of the CBHE Policy on Dual Credit Delivery as soon as possible, including the formation of the Early College Advisory Board (attachment B).**

**Also that the Coordinating Board direct the Commissioner of Higher Education and MDHE staff to review and address policy gaps for other early college programs and explore options that will provide financial support for early college programs.**

**Further that the Board recognize the effort and commitment of each member of the Early College Workgroup (attachment C) in their efforts to improve the quality of dual credit education in Missouri.**

**Brian Fogle seconded the motion. Motion passed unanimously.**

***Math Pathways Taskforce***

**Doug Kennedy made a motion to endorse the recommendations in the Report of the Missouri Mathematics Pathways Taskforce, and encourage the Taskforce implement each recommendation.**

**Further that the Coordinating Board commend the members of the Missouri Mathematics Pathways Taskforce for their commitment to improving mathematics education in Missouri.**

**Lowell Kruse seconded the motion. Motion passed unanimously.**

***Proprietary School Certification Actions and Reviews***

Information was noted with no further discussion.

***Missouri Reverse Transfer***

Information was noted with no further discussion.

**AUDIT COMMITTEE**

Doug Kennedy chaired the Audit Committee report.

The Audit Committee held a teleconference on May 22, 2015. The auditor found no adverse items in the loan program. The state audit of the department has just begun.

**GENERAL BUSINESS**

Betty Sims presented Resolution of the Board to Lowell Kruse commending his 12 years of service to the Coordinating Board for Higher Education and his commitment to excellence in Missouri's higher education system. Lowell is retiring from CBHE when his term ends June 27. This is his last CBHE meeting.

Commissioner Russell announced he will retire from the Missouri Department of Higher Education effective January 1, 2016. Dr. Russell commended the institution leaders, past and present members of CBHE and department staff for their dedicated work.

**Dalton Wright made a motion to adjourn the meeting. Brian Fogle seconded the motion. Motion passed.**

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Distribution of Community College Funds  
Coordinating Board for Higher Education  
September 3, 2015

### **DESCRIPTION**

State aid payments to community colleges are made on a monthly basis. All FY16 state aid appropriations are subject to a three percent governor's reserve. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations reflect an equity adjustment to the distribution formula as proposed and agreed to by the community college presidents and chancellors. State aid consists of two additional components for FY16. One component includes an appropriation of \$1,843,319 that was awarded based on improvement on specified performance measures, commonly known as performance funding. The second component is an appropriation of \$5,540,000 for the purpose of equity adjustments.

The total TAFP state aid appropriation for community colleges in HB 3 for FY16, including performance funding, is \$147,370,942. The amount available to be distributed (TAFP appropriation less the three percent governor's reserve) is \$142,949,816.

The total payment of state aid distributions to community colleges for July and August 2015 is summarized below.

State Aid (excluding M&R) – GR portion	\$20,224,648
State Aid – Lottery portion	1,695,880
Performance Funding	298,006
Equity Distribution	895,636
Maintenance and Repair	<u>0</u>
TOTAL	\$23,114,170

### **STATUTORY REFERENCE**

Section 163.191, RSMo

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

St. Louis Community College District Board of Trustee Appointments Policy  
Coordinating Board for Higher Education  
September 3, 2015

### **DESCRIPTION**

Missouri's community college districts are governed by boards of trustees, each comprising six locally elected trustees; however, SB 104, which the Governor signed on July 14, directs the Coordinating Board to appoint a seventh member to the St. Louis Community College District Board of Trustees.

The department has developed a policy to guide the Coordinating Board and department through the appointment process. The policy will ensure consistency and predictability for SLCC, prospective appointees, and the district they serve.

Under the proposed policy, the department will administer the candidate review process and present a recommendation for appointment to the Coordinating Board at the last regularly scheduled meeting, in February 2016, before the appointment's statutory effective date. Per SB 104, the Coordinating Board appointee's term will commence on the general municipal election day in April 2016. A copy of the proposed SLCC Appointments Policy is provided as Attachment A.

### **STATUTORY REFERENCE**

Section 178.820.6 RSMo (as amended by SB 104).

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education vote to adopt the St. Louis Community College Trustee Appointments Policy as presented in Attachment A.**

### **ATTACHMENTS**

Attachment A – St. Louis Community College Trustee Appointments Policy

## **II. STATEWIDE PLANNING FOR HIGHER EDUCATION**

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### **A. COMMUNITY COLLEGES**

#### **1. Community College Subdistricting Plans**

Under provisions set forth in Section 178.820, RSMo the Coordinating Board for Higher Education accepts from involved junior (community) college boards of trustees, a resolution calling for the formation of a local subdistricting committee and the approval or disapproval of subdistricting plans.

Sections 178.820, RSMo provides that within 90 days following the publication of the decennial census figures by the state demographer, the boards of trustees of all junior (community) college districts containing over 450,000 residents shall adopt a resolution calling for the creation of a subdistricting committee. Any other junior (community) college district may voluntarily resolve to request such a subdistricting committee at any duly called meeting if its trustees.

A subdistricting committee is to be comprised of six (6) residents of the junior (community) college district, three (3) appointed by the board of trustees, and three (3) by the Coordinating Board for Higher Education. Through resolution, the board of trustees shall submit the names and resumes of six residents of the district from which the Coordinating Board may select its three appointments to the subdistricting committee. Coordinating Board staff will review the resumes of the six residents. Based upon the candidates' experience and qualifications, as well as to assure district-wide geographic representation, the staff will identify three candidates for the Board's consideration who best seem to meet the needs of the subdistricting committee.

The subdistricting committee is to adopt a plan dividing the junior (community) college district into no fewer than (2) and no more than six (6) subdistricts for community college districts containing less than 450,000 residents. For the purpose of electing boards of trustees, the subdistricts' population shall be apportioned so as to be substantially equal for each trustee elected. No modification of the community college's district boundaries is involved.

The plan adopted by the subdistricting committee must be approved by the Coordinating Board for Higher Education, and until such approval is granted, election of trustees shall be at large. In most cases, the community colleges must have completed these CBHE approved processes by October or December of the year preceding

community colleges boards of trustees' elections in April of the following year. Board of trustees candidates for election must establish residency based on the revised or new subdistricting plan approved by the Coordinating Board for Higher Education.

On April 12, 2001, the Coordinating Board resolved that in the future requests for appointees to subdistricting committees should include a list of committee members appointed by the local college board of trustees, demographics of the district, and should be reflective of the diversity of that particular community college district.

## **2. Community Colleges' Mission, Role, and Scope Statements**

**(Adopted by the board October 7, 1999)**

The enactment of Senate Bill 340 in June 1995, (Section 173.030(7) and (8), RSMo) directed the Coordinating Board for Higher Education to review every five years the mission of the state's public two- and four-year colleges. Included in that legislation is a provision authorizing the board to recommend an additional investment to enhance an institution's mission based on a mission implementation plan approved by the Coordinating Board. At the April 1999 CBHE meeting, the board initiated a mission review of the public community colleges. This action required that the first step in the community college mission review process is the development of mission, role and scope statements. The board adopted the following mission, role and scope statements on October 7, 1999.

### **Mission**

Associate degree-granting institutions with open enrollment admissions specializing in workforce development; and Missouri's lead institutions in delivering postsecondary technical education in partnership with the state's vocational technical schools.

### **Role**

Community colleges fulfill their role within the state's system of postsecondary education by:

- Providing within their respective taxing districts, certificate and associate degree programs, entry-level and advanced technical skill preparation, retraining and upgrading of the workforce, including adult literacy and adult basic skills development;
- Providing within taxing districts and respective designated voluntary service regions as provided for by state law (HB 1456, Sections 163.191 (4), and 173.030 (4), RSMo), and approved statewide plans for higher education, including the *State Plan for*

*Postsecondary Technical Education*, (Section 178.637 (2), RSMo).

- Providing lower division general education program preparation for students who wish to transfer to private or public colleges and universities; and
- Implementing in partnership with area vocational technical schools, selected baccalaureate degree colleges and universities, Linn State Technical College, private career schools (proprietary), labor organizations, and the West Plains campus of SMSU, the *State Plan for Technical Education* (Section 178.637 (2), RSMo).

### **Scope**

The scope, or level, of community college education in Missouri is defined by statute (Section 163.191 (5), RSMo) and included in the Coordinating Board's public policy initiatives and statewide planning for Missouri higher education. The scope of community college education includes:

- Providing technical certificates that stand alone or link to associate of applied science degrees in occupational and career programs leading to immediate business, government, and industry employment;
- Providing employer-contracted noncredit and customized training programs for employees who need new or upgraded skills to improve job readiness and performance;
- Providing associate of arts, associate of science, and associate of applied science degree programs that enable students to transfer to upper-division institutions for completing articulated baccalaureate degree programs;
- Providing adult basic education (including GED testing), basic skill development and remediation that prepare students to enter college-level coursework; and
- Engaging in cooperative instructional delivery systems, including MOREnet and MOBIUS, that maximize the use of technology to deliver associate degree lower division general education and technical education coursework.

## **3. Appointments to the St. Louis Community College District Board of Trustees**

Section 178.820.6 RSMo directs the Coordinating Board (“CBHE”) to appoint the seventh trustee of the St. Louis Community College District (“District”). Appointments will proceed as follows:

- 3.1 Vacancies. The term of office for all regular appointments will coincide with general municipal election day, as defined at § 115.121.3 RSMo, with the first such term commencing in April 2016. Terms shall expire on the first Tuesday in April, six years after appointment. If a vacancy occurs before the conclusion of a regular six-year term, the CBHE will appoint a new trustee to serve the remainder of the six-year term as soon as reasonably practicable, but no sooner than 10 calendar days from the date of vacancy.
- 3.2 Application. Candidates for appointment or reappointment must submit a **complete application** to the Department of Higher Education by email ([appointments@dhe.mo.gov](mailto:appointments@dhe.mo.gov)), fax (573-751-6635), or mail to 205 Jefferson Street, 11<sup>th</sup> Floor, Jefferson City, MO 65101. The Department must receive the complete application by no later than 30 calendar days prior to the CBHE meeting when the appointment is scheduled to be made. For vacancies arising prior to the conclusion of a term, the application must be received by the deadline established by the Department, which will be no fewer than 10 calendar days from the date of vacancy.
  - 3.2.1 A complete application must include a cover letter, a completed CBHE Trustee Appointment Application form, resume, references, and a written statement, no more than 300 words, explaining the candidate’s reason(s) for applying. The Department will not consider incomplete applications or applications received after the deadline.
  - 3.2.2 The CBHE will consider complete applications for any vacancy in the CBHE-appointed District seat that may arise within one year of the application date.
- 3.3 Selection Criteria.
  - 3.3.1 Minimum qualifications. A successful candidate must (a) be at least 21 years old at the time of appointment; (b) be a registered voter of the District for at least one year preceding the appointment; and (c) not be an employee of the District.
  - 3.3.2 In addition to the minimum qualifications, the CBHE will consider the following attributes when selecting a candidate for appointment:
    - 3.3.2.1 Interest in and motivation for seeking appointment.
    - 3.3.2.2 Demonstrated ability to work effectively and collaboratively with diverse constituents and colleagues.
    - 3.3.2.3 Demonstrated knowledge and creativity regarding higher education, particularly in the areas of public community college administration, education, governance and community engagement.

- 3.3.2.4 Possession of exceptional integrity, reliability, and listening and communication skills.
  - 3.3.2.5 Strong commitment to the success of students served by the District.
  - 3.3.2.6 Willingness and ability to actively participate in the work of the board, including trustee training, and to keep substantially apprised of the mission, programs, finances and challenges of the college.
  - 3.3.2.7 Ability to serve as a credible advocate of the college in the community, state and nation.
  - 3.3.2.8 Proven background and experience consistent with the needs of the District's Board of Trustees.
- 3.4 Interview. The Department will invite one or more of the best qualified candidates to interview.
  - 3.5 Background check. Prior to selection, finalist(s) must undergo a thorough background check. Background checks may include, but are not limited to, information pertaining to criminal and civil matters; sanctions levied by professional organizations or the Missouri Ethics Commission; student loan default; and outstanding tax liability.
  - 3.6 Board vote. At the CBHE's last regularly scheduled meeting before the general municipal Election Day, the Department will present a candidate recommendation to the CBHE. The CBHE may vote to appoint the recommended candidate with the candidate's term of office to commence on general municipal Election Day. If no appointment occurs, the Department will present another candidate recommendation at a specially called meeting prior to general municipal Election Day.
  - 3.7 Notification. The Department will notify the successful candidate of his or her selection in writing. Upon receipt of written, signed acceptance of the position by the candidate, the Department will provide a copy of the appointment letter and the candidate's signed acceptance to the Secretary of the District Board and the Chancellor of St. Louis Community College.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

FY17 Recommendations for Public Institutions' Base Operating Appropriations  
Coordinating Board for Higher Education  
September 3, 2015

### DESCRIPTION

The intent of this agenda item is to outline the budget situation facing Missouri state government and higher education in FY17 and to offer a budget recommendation for consideration by the Coordinating Board.

### Background

In each of the latest three fiscal years, Missouri has seen slight gains in funding for its public higher education institutions, but continues to struggle for adequate funding.

Even as the state continues to make up for the decline in revenue during the recession, general revenue sources remain tight. There are signs of economic growth; most promising was an 8.5 percent growth in individual income tax collections for FY15. Sales tax collections improved slightly with gross collections increasing 2.3 percent over FY14. According to the state budget director, forecasters expect wage and business growth to accelerate this year as the economic recovery strengthens, but caution that continued global economic challenges as well as capital gains and tax policy continue to contribute to volatility in Missouri, similar to other states with significant swings in revenue growth and decline. At this time, the state is anticipating modest growth in general revenue collections during FY16. Net general revenue collections would need to grow by about 2 percent to fund FY16 appropriated spending levels.

Although gas prices continue to decline, consumers have not yet begun to spend the savings in other retail areas. Forecasters expect spending to increase going into calendar 2016. In addition, the weakening Chinese economy, and the Greece and Puerto Rico debt crises were all noted in the budget director's annual fiscal outlook as posing downside risk to the U.S. and Missouri economies.

SB 509 (2014) will need to be considered beginning in the FY17 budget. The bill would reduce income tax collections, including taxes for pass-through businesses. Some provisions of the bill will go into effect January 2017 (for the 2017 tax year), while others may go into effect at that time, depending upon growth in revenue collections.

The overall effect to state departments is that we have been instructed to request funding for our core budgets and any necessary core adjustments. In addition to mandatory new decision items, departments may also submit preliminary proposals for high-priority, non-mandatory programs. Inclusion of new decision items in the October 1 budget submission is contingent upon prior approval granted by the Office of Administration, Division of Budget and Planning.

The department worked with the public institutions on a number of priority new decision items. Late last week, the department was advised that the governor's office is still assessing the general revenue picture and availability of dollars, and will have a better assessment of the GR situation in December. As such, the department is identifying three institution-wide needs, as well as some cooperative initiatives, in the Alternative Budget Request (located in tab G), which will be considered for funding during the governor's recommendations part of the budget process.

### **Higher Education Initiatives**

In addition to core operating appropriations, a few institutions received additional appropriations for certain initiatives in recent years, which continue in the FY16 budget. While these items remain separate from the respective institutions' core budgets, they are considered on-going items for FY17 rather than new decision items. As a result, the recommendation to continue funding for these items is separate from the core operating budget request:

- \$2,000,000 for the Pharmacy Doctorate Program at Missouri State University in collaboration with the University of Missouri – Kansas City School of Pharmacy
- \$1,325,000 for an Occupational Therapy Program at Missouri State University – Springfield and Missouri State University – West Plains campus
- \$10,000,000 for the purpose of increasing the medical student class size at the University of Missouri in Columbia and to create a Springfield clinical campus in a public-private partnership with Cox Health and Mercy Springfield
- \$500,000 to the Office of the Provost of the University of Missouri, Kansas City for the Department of Architecture, Urban Planning, and Design (AUPD) under the College of Arts and Sciences for The Center for the Neighborhoods Initiative
- \$300,000 for a program designed to increase international collaboration and economic opportunity located at the University of Missouri – St. Louis

### **Tax Refund Offsets**

Tax refund offsets intercept an individual's income tax refund in order to satisfy a financial obligation to a state agency, as defined in Section 143.782, RSMo. Public higher education institutions receive a tax refund offset appropriation to cover unpaid debts owed to the institution by state taxpayers.

The University of Missouri System is requesting increased appropriation authority of \$1,200,000 for these purposes in FY17.

FY16 Core Appropriation	\$200,000
FY16 Supplemental Request	\$1,200,000

FY17 Core Request	\$200,000
FY17 New Decision Item	\$1,200,000

### **Alternative Budget Request**

Although additional funds may not be available for increased investment, there is still value in taking this annual opportunity to put forward a representation of some of the urgent needs of Missouri higher education. Accordingly, information on needed funding increases for institutional base operating budgets, as well as other budget items for higher education, will be transmitted to the Governor and General Assembly separately from the formal request that includes no requests for increased funding. The components of this secondary budget request are described in Tab G.

### **Conclusion**

With the state facing continued fiscal challenges and the national and state economies continuing a modest pace of recovery, there is now expected some discretionary revenue available to address financial needs in state government, including public higher education institutions. While higher education institutions are committed to continuing to seek ways to operate more efficiently and accommodate enrollment trends, affordable programs and services of quality cannot be maintained indefinitely with existing or reduced resources.

The formal request for FY17 adheres to the conditions set forth by the State Budget Director; however, a secondary set of recommendations has been developed and will be communicated so that policy makers are aware that additional investment in higher education is needed in order to maintain quality programs and services, keep tuition rates low and meet the urgent challenges of human development and workforce preparation for the new global economy. This approach will provide elected officials with important context and background about higher education's pressing needs when new funding becomes available.

### **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 Coordinating Board approve the FY17 request for Higher Education Initiatives totaling \$14,125,000, supplemental and new decision items totaling**

**\$2,400,000 and a core institutional appropriation request totaling \$929,819,114 for submission to the Governor and General Assembly.**

**ATTACHMENT(S)**

FY17 Institutional Core Budget Request

**Higher Education Institutions' FY17 Core Budget  
Staff Recommendation**

Institution	FY16 Funding			FY17 Request	Fall 2014 Headcount	Fall 2014 FTE
	Core TAFP	Performance Funding	FY16 Total Appropriation	FY17 Core Request		
Community Colleges	\$ 145,527,623	\$ 1,843,319	\$ 147,370,942	\$ 147,370,942	96,143	61,671
State Technical College of Missouri	\$ 5,418,697	\$ 65,295	\$ 5,483,992	\$ 5,483,992	1,259	1,276
University of Central Missouri	\$ 56,722,993	\$ 676,463	\$ 57,399,456	\$ 57,399,456	13,379	10,413
Southeast Missouri State University	\$ 46,638,632	\$ 669,042	\$ 47,307,674	\$ 47,307,674	12,039	9,478
Missouri State University	\$ 85,218,506	\$ 1,283,438	\$ 86,501,944	\$ 86,501,944	23,974	18,569
Lincoln University	\$ 18,183,935	\$ 216,857	\$ 18,400,792	\$ 18,900,792	3,117	2,284
Lincoln University Land Grant Match*	\$ 500,000	\$ -	\$ 500,000	\$ -		
Truman State University	\$ 42,602,063	\$ 508,061	\$ 43,110,124	\$ 43,110,124	6,241	5,535
Northwest Missouri State University	\$ 31,844,042	\$ 379,764	\$ 32,223,806	\$ 32,223,806	6,718	5,641
Missouri Southern State University	\$ 24,185,221	\$ 230,742	\$ 24,415,963	\$ 24,415,963	5,613	4,415
Missouri Western State University	\$ 22,254,114	\$ 269,347	\$ 22,523,461	\$ 22,523,461	5,863	4,413
Harris-Stowe State University	\$ 10,197,772	\$ 121,616	\$ 10,319,388	\$ 10,319,388	1,280	1,052
University of Missouri**	\$ 428,600,516	\$ 5,736,056	\$ 434,336,572	\$ 434,261,572	77,283	59,558
<b>Subtotals</b>	<b>\$ 917,894,114</b>	<b>\$ 12,000,000</b>	<b>\$ 929,894,114</b>	<b>\$ 929,819,114</b>	<b>252,909</b>	<b>184,305</b>

\*For FY17, a core reallocation is being processed to transfer the \$500,000 for the Land Grant Match into the core appropriation for Lincoln University

\*\*FY17 Core Request excludes \$75,000 one-time funding for publication of the 2015-2016 Official Manual of Missouri by the University of Missouri Press

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

FY17 Capital Improvements Recommendations  
Coordinating Board for Higher Education  
September 3, 2015

### **DESCRIPTION**

During the recent past, state funding for new higher education capital projects has been a rare occurrence; however, during the 2015 legislative session, \$235 million was appropriated to public institutions of higher education through the Board of Public Buildings Bond Proceeds Fund. Another \$32 million was appropriated to various institutions through the Higher Education Capital Fund. While many of these projects will require a multi-year commitment, we are hopeful that the interest in funding institutions' capital needs will continue to grow.

The intent of this agenda item is to provide the board with staff recommendations for lists of the most pressing of capital improvement needs – one for four-year institutions and State Technical College of Missouri and the other for community colleges.

### **Background**

During the past decade, the vast majority of capital improvement projects have been funded by specialized sources – i.e. the Lewis and Clark Discovery Initiative and the American Recovery and Reinvestment Act. However, these funds are no longer available and new funding sources have been scarce.

The legislature recently has shown greater interest in funding capital improvements, and the guidelines for approving projects were updated at the CBHE meeting on September 4, 2014. As a result of this changing climate and based on the comments received during the review process, the department resumed the ranking of top priorities last fiscal year and has continued that process for the FY17 budget process. MDHE staff plan to broaden the review and ranking process next year to make it more inclusive and transparent.

### **Process**

The MDHE evaluation process for capital projects focuses solely on each institution's top priority for FY17. There are many capital projects beyond these priorities that are worthy of state funding and would represent wise investments. However, given the fiscal realities which continue to face the state, MDHE staff recommends the CBHE only consider a recommendation to fund top priority projects for FY17.

Top priority projects for inclusion in the FY17 budget are presented in two separate lists – one for each sector (Attachments B and C) – that include the top priority of each public institution of

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higher education. State Technical College of Missouri is included with the universities because its governance and funding structures are consistent with that sector. The attachments are in draft form in order to allow institutions to review. Final versions will be distributed at the meeting.

### **Other Priorities**

#### **FY15 Projects Approved by Legislature**

As referenced earlier, the funds to initiate several capital improvements projects approved by the legislature for higher education have been vetoed or restricted. We do not know the final disposition of funding these projects; however, projects on the restricted list that are not funded and/or completed during FY16 should be given top priority for reappropriation in FY17.

#### **Engineering Equipment Expenses**

The University of Missouri is also required by statute (Section 172.287, RSMo.) to annually request matching funds for engineering equipment expenses. 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 also is not prioritized among the capital projects, but is submitted to the Governor and General Assembly (Attachment D).

#### **Higher Education Capital Improvements Matching Fund**

Several institutions have applied for funding from the Higher Education Capital Fund established by the Missouri General Assembly during the 2012 legislative session. Additional information regarding these projects can be found under that agenda item.

### **Conclusion**

In this budget recommendation, MDHE staff has attempted to apply existing policy guidelines to the capital projects submitted for consideration in a straightforward manner. The staff is confident that the recommended priorities are valid in terms of consistency with existing Board policy and 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

Chapter 173.480, RSMo., Department of Higher Education, Higher Education Capital Fund

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the FY16 Capital Improvement Priorities and Statewide Issues lists.**

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**ATTACHMENT(S)**

- Attachment A: FY15 Capital Improvement Priorities Vetoed or Restricted
- Attachment B: Capital Improvement Priorities – Community Colleges
- Attachment C: Capital Improvement Priorities – Universities and State Technical College of Missouri
- Attachment D: Capital Improvement Priorities – Statewide Issues and Statutorily Required Request

**COORDINATING BOARD FOR HIGHER EDUCATION  
FY 2015 Vetoed and Restricted Appropriations**

<b>Site Location/Facility</b>	<b>Fund Source</b>	<b>FY15 Appropriation</b>	<b>Restricted</b>	<b>Vetoed</b>
<b><u>HARRIS-STOWE STATE UNIVERSITY</u></b>				
Vashon Community Center	HECF	\$1,000,000		\$1,000,000
<b><u>LINCOLN UNIVERSITY</u></b>				
Campus Recreation Center	HECF	\$2,800,000		\$2,800,000
<b><u>MISSOURI STATE UNIVERSITY</u></b>				
Ozarks Health and Life Science Center	BPB	\$40,000,000	\$40,000,000	
<b><u>UNIVERSITY OF MISSOURI – COLUMBIA</u></b>				
Fine and Performing Arts Facilities	HECF	\$2,766,000		\$2,766,000
<b><u>UNIVERSITY OF MISSOURI – COLUMBIA</u></b>				
Teaching and Research Winery Addition	HECF	\$1,500,000		\$1,500,000
<b><u>UNIVERSITY OF MISSOURI – KANSAS CITY</u></b>				
Medical School	BPB	\$19,000,000	\$19,000,000	
<b><u>CROWDER COLLEGE</u></b>				
Cassville Campus	HECF	\$375,000		\$375,000
<b><u>METROPOLITAN COMMUNITY COLLEGE</u></b>				
Student Success Centers	HECF	\$2,000,000		\$2,000,000
<b><u>STATE FAIR COMMUNITY COLLEGE</u></b>				
Automotive and Metal Technology Center	HECF	\$4,175,000		\$4,175,000
<b><u>THREE RIVERS COMMUNITY COLLEGE</u></b>				
Eastern Campus	HECF	\$5,666,046		\$5,666,046
<b>TOTALS</b>		<b>\$79,282,046</b>	<b>\$59,000,000</b>	<b>\$20,282,046</b>

Note: Fund Source Key - GR=General Revenue; HECF=Higher Education Capital Fund; BPB=Board of Public Building Fund

**COORDINATING BOARD FOR HIGHER EDUCATION**  
**FY 2017 Capital Improvement Priorities**  
**Top Priority for Community Colleges**

<b>Rank</b>	<b>Site Location/Facility</b>	<b>Description</b>	<b>Total Project Cost</b>	<b>Local Match</b>	<b>FY17 Request</b>
1	<u>ST. CHARLES COMMUNITY COLLEGE</u> Life Sciences Facility	New Construction	\$18,625,255		\$18,625,255
2	<u>THREE RIVERS COMMUNITY COLLEGE</u> Crisp Technology and Job Development Center	Addition and Renovation	\$1,271,844		\$1,271,844
3	<u>OZARKS TECHNICAL COLLEGE</u> Academic Learning Center - Springfield	New Construction	\$17,521,800	\$2,600,000	\$14,921,800
4	<u>STATE FAIR COMMUNITY COLLEGE</u> New Technology Center	New Construction	\$27,695,184		\$27,695,184
5	<u>METROPOLITAN</u> Workforce Transformation Center	Renovation	\$4,000,000	\$2,000,000	\$2,000,000
6	<u>MOBERLY AREA COMMUNITY COLLEGE</u> Allied Health Expansion	New Construction	\$4,233,370	\$1,220,958	\$3,002,412
7	<u>ST. LOUIS COMMUNITY COLLEGE</u> Allied Health Building	New Construction	\$17,286,099		\$17,286,099
8	<u>EAST CENTRAL</u> Hoyer Lifts	Renovation	\$50,738		\$50,738
9	<u>MINERAL AREA COLLEGE</u> Career for Center and Technical Education (Area Vocational School)	New Construction	\$26,959,250		\$26,959,250
10	<u>NORTH CENTRAL COLLEGE</u> Student Services Building	New Construction	\$4,438,200		\$4,438,202
<b>TOTALS</b>			<b>\$122,081,740</b>	<b>\$5,820,958</b>	<b>\$116,250,784</b>

\* Crowder College and Jefferson College have no new requests this year

**COORDINATING BOARD FOR HIGHER EDUCATION**  
**FY 2017 Capital Improvement Priorities**  
**Universities and State Technical College**

<b>Rank</b>	<b>Site Location/Facility</b>	<b>Description</b>	<b>Total Project Cost</b>	<b>Local Match</b>	<b>FY17 Request</b>
1	<u>UNIVERSITY OF CENTRAL MISSOURI</u> W.C. Morris Science Building	Renovation	\$20,460,808		\$20,460,808
2	<u>MISSOURI WESTERN STATE UNIVERSITY</u> Potter Hall	Addition and Renovation	\$54,962,450		\$54,962,450
3	<u>SOUTHEAST MISSOURI STATE UNIVERSITY</u> Campus-Wide Renovations	Renovation	\$25,745,018		\$25,745,018
4	<u>TRUMAN STATE UNIVERSITY</u> McClain Hall	Renovation	\$26,073,500	\$1,173,500	\$24,900,000
5	<u>MISSOURI UNIVERSITY OF SCIENCE &amp; TECHNOLOGY</u> Schrenk Hall	Renovation	\$56,143,680		\$37,907,000
6	<u>UNIVERSITY OF MISSOURI – ST. LOUIS</u> Stadler Halls	Renovation	\$24,600,000		\$24,600,000
7	<u>MISSOURI STATE UNIVERSITY</u> McDonald Hall	Renovation	\$27,289,568	\$2,480,870	\$24,808,698
8	<u>UNIVERSITY OF MISSOURI – KANSAS CITY</u> Biological Sciences and Spencer Chemistry Buildings	Renovation	\$37,603,638		\$16,318,000
9	<u>MISSOURI SOUTHERN STATE UNIVERSITY</u> New Science Building/Reynolds Hall Renovation	Addition and Renovation	\$30,680,117		\$30,680,117
10	<u>LINCOLN UNIVERSITY</u> New Science Building	New Construction	\$59,559,384		\$59,559,384
11	<u>STATE TECHNICAL COLLEGE OF MISSOURI</u> Engineering Technology Center Wing	Addition and Renovation	\$4,843,337		\$4,843,337

12	<u>NORTHWEST MISSOURI STATE UNIVERSITY</u>				
	Center for Applied Sciences	New Construction	\$43,764,060		\$43,764,060
13	<u>UNIVERSITY OF MISSOURI – COLUMBIA</u>				
	McKee Hall	Renovation	\$21,000,000	\$4,200,000	\$16,800,000
14	<u>HARRIS-STOWE STATE UNIVERSITY</u>				
	Campus Expansion Site	New Construction	\$2,855,058		\$2,855,058
		<b>TOTALS</b>	<b>\$308,338,842</b>	<b>\$6,680,870</b>	<b>\$262,135,654</b>

**COORDINATING BOARD FOR HIGHER EDUCATION**  
**FY 2017 Capital Improvement Priorities**

**Statutorily Mandated Request - Engineering  
Equipment**

	State Request	Local Funds	Total
University of Missouri - Columbia	\$482,400	\$482,400	\$964,800
University of Missouri - Kansas City	\$97,200	\$97,200	\$194,400
Missouri University of Science and Technology	\$960,000	\$960,000	\$1,920,000
University of Missouri - St. Louis	\$61,200	\$61,200	\$122,400
<b>TOTALS</b>	<b>\$1,600,800</b>	<b>\$1,600,800</b>	<b>\$3,201,600</b>

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

FY17 Higher Education Capital Fund Recommendations  
Coordinating Board for Higher Education  
September 3, 2015

### **DESCRIPTION**

The purpose of this agenda item is to outline the parameters set forth for the “Higher Education Capital Fund” and to provide information regarding 11 projects submitted by institutions requesting matching funds from this source.

### **Background**

Senate Bill 563 (2012) established the “Higher Education Capital Fund.” This matching fund provides one option that may be used by the General Assembly to appropriate money for capital projects at public colleges and universities. In order to be eligible to receive an appropriation through the matching fund, a public college or university must raise 50 percent of the cost of the capital project from private donations or grants. Institutions are prohibited from using operating budget funds, tuition, fees, bond revenues or state appropriations to produce their portion of the capital project's cost. The state is prohibited from using bonds to provide its portion of the capital project's cost, and the matching fund cannot be used for any athletic facilities, parking structures or student housing.

### **Process**

As required by law, MDHE created an “Application for Matching Funds from the Higher Education Capital Fund,” which was approved by the Coordinating Board during its February 2013 meeting. The purpose of the application is to enable a public college or university to provide a brief description of the project and certify that it has obtained 50 percent of the project's cost through private donations and grants.

A second requirement of the law is to establish procedures for public colleges or universities to follow to receive matching funds. Since the law also requires that any project funded through the HECF have a specific line item appropriation, there is no need to establish any new or unique procedures outside of the regular appropriations process for these projects. To have a project considered for funding through the Higher Education Capital Fund, an institution must submit the matching fund application materials in addition to the regular forms and information provided as a part of the capital appropriations request process. Projects that are determined to meet the eligibility requirements for an appropriation from the fund are then noted as such on the request put forward by the Coordinating Board to the Governor and General Assembly.

### **Staff Recommendations**

The department has received 11 applications demonstrating the commitment of private donations and/or grants and requesting a matching appropriation from the Higher Education Capital Fund. MDHE staff has received documented assurances from each institution that the 50 percent match

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has been met in accordance with provisions set forth in Section 173.480.3, RSMo. for the following projects:

- Metropolitan Community College – Construction of three Student Success Centers. The total project cost is \$2,700,000, with a request for state funding of \$1,350,000.
- Metropolitan Community College – Construction of the first phase of a Workforce Transformation Center. The total project cost is \$4,000,000, with a request for state funding of \$2,000,000.
- Missouri State University – Renovation of Glass Hall, which houses the College of Business. This project has been approved previously, but at a smaller scope. The total project cost is \$10,000,000, with a request for state funding of \$5,000,000.
- Missouri University of Science and Technology – Expansion of the Butler-Carlton Hall Advanced Construction Materials Lab. The total project cost is \$6,000,000, with a request for state funding of \$3,000,000.
- Northwest Missouri State University – Construction of an Agricultural Resource Center. The total project cost is \$893,024, with a request for state funding of \$446,512.
- Northwest Missouri State University – Construction of a Multipurpose Activity Center to be housed inside a future Indoor Activity Center. The total project cost is \$800,000, with a request for state funding of \$400,000.
- Northwest Missouri State University – Construction of a Center for Learning and Teaching within an existing building. The total project cost is \$1,105,000, with a request for state funding of \$552,500.
- Northwest Missouri State University – Renovation of the Ron Houston Center for Performing Arts. The total project cost is \$100,000, with a request for state funding of \$50,000.
- Three Rivers College – Construction of a green space called the Academic Triangle between three existing buildings. Total project cost is \$500,000, with a request for state funding of \$250,000.
- University of Missouri-Columbia – Construction of a School of Music. Total project cost is \$25,732,000, with a request for state funding of \$12,866,000.
- University of Missouri-Columbia – Expansion of the Missouri Orthopaedic Institute to house a Center for Regenerative Orthopaedics. Total project cost is \$6,000,000, with a request for state funding of \$3,000,000.

#### **STATUTORY REFERENCE**

Chapter 173.480, RSMo., Department of Higher Education, Higher Education Capital Fund

**RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the applications from Metropolitan Community College, Missouri State University, Missouri University of Science and Technology, Northwest Missouri State University, Three Rivers College and University of Missouri-Columbia, totaling \$25,565,012, for submission to the Governor and General Assembly.**

**ATTACHMENT**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Recommendations for MDHE Operating and Student Financial Assistance Appropriations  
Coordinating Board for Higher Education  
September 3, 2015

### DESCRIPTION

Staff recommendations for the FY17 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

FY16 Core Appropriation	\$1,159,903 (20.61 FTE)
FY17 Core Request	\$1,068,034 (20.61 FTE)

The Missouri Department of Higher Education serves the state system of higher education through the public institutions, the independent colleges and universities, proprietary schools and approximately 455,000 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, working collaboratively with K-12 and the Department of Economic Development and administration of the proprietary school certification program.

This appropriation includes the Quality Improvement Revolving Fund that allows the collection of revenue on a cost-recovery basis from workshops and conferences sponsored by MDHE to be used to support future workshops and conferences. The fund may also be used for distribution of certain federal money to institutions. A core reduction of (\$91,869) is recommended to align spending authority with need.

The CBHE is authorized by HB 1042 (2012) to charge and collect fees from out-of-state public institutions desiring to operate within the state of Missouri. Included in the core item is spending authority for the fees collected from out-of-state public institutions.

##### 2. Program Distribution

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

FY16 Core Appropriation	\$115,000
FY17 Core Request	\$115,000

Section 173.700, RSMo, authorizes Missouri's membership in the Midwestern Higher Education Compact and names CBHE as the administrative agent. All of Missouri's

public two-year and four-year institutions and numerous independent institutions use the services of MHEC, and some cost savings programs are also available to K-12 school districts. As a member, Missouri participates in the Midwest Student Exchange Program. This program allows Missouri residents to enroll at participating public out-of-state institutions at 150 percent of the in-state resident student tuition rates. Private institutions offer a 10 percent reduction on their tuition rates. Other cost-saving programs are available for property insurance, technology initiatives, student health insurance, and pharmacy benefits. Missouri, one of the original founding states of MHEC, has realized over \$64 million in savings since 1994. For academic year 2012-2013, Missouri institutions saved nearly \$6.4 million dollars as a result of MHEC membership.

**b. Improving Teacher Quality Grant**

FY16 Core Appropriation	\$1,783,999	(1.50 FTE)
FY17 Core Request	\$1,248,045	(1.00 FTE)

The core appropriation of \$1,248,045 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. A core reduction of excess authority of \$535,954 and 0.50 FTE will bring the appropriation more in line with actual grant awards.

**c. Proprietary Schools Certification Fund**

FY16 Core Appropriation	\$303,936	(5.0 FTE)
FY17 Core Request	\$303,936	(5.0 FTE)

A key responsibility of MDHE is to certify and monitor proprietary schools, including private out-of-state institutions that offer instruction, grant degrees or certificates or recruit students in Missouri. The Proprietary School Certification Fund was created in HB 1042 (2012) as a fund into which fees collected from certified schools and those seeking certification or exemption are deposited. Proprietary School Certification administration expenses are paid from the Proprietary School Certification Fund. In FY17, a core reallocation of \$20,000 from EE to PS will allow for full use of the 5.0 FTE in the appropriation.

**d. Proprietary School Bond Fund**

FY16 Core Appropriation	\$400,000
FY17 Core Request	\$400,000

Section 173.612, RSMo, requires each proprietary school to file a security deposit with MDHE covering the school and its agents in order to indemnify any student, enrollee, parent, guardian or sponsor of a student or enrollee who suffers loss or damage because of certain actions of the school or for failure to deposit student

records in an acceptable manner upon school closure. MDHE holds a security deposit from each proprietary school with a minimum of \$5,000 and maximum of \$100,000 (increased from \$25,000 by HB 1042 in 2012.) This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.

**e. Federal and Donated Funds**

FY16 Core Appropriation	\$1,876,000
FY17 Core Request	\$1,000,000

This appropriation provides MDHE with spending authority for federal grants received by the agency.

In FY16, the department received appropriations for two opportunities which may have resulted in a need for additional federal spending authority, had funding been awarded. However, the Teacher Quality Partnership program did not announce a competitive opportunity in FY16, and has not indicated to the department its intent for FY17. The second opportunity, First in the World, did release an announcement in mid-May; however, the department was unable to successfully apply through its system by the submittal due date. The department is core cutting the additional authority received for these two programs. Because of the timing of the actual announcement for First in the World, the department believes the \$1,000,000 core authority would suffice in FY17, and if awarded, would proceed with a new decision item for FY18.

**f. Other Grants/Donations**

FY16 Core Appropriation	\$97,900	(1.0 FTE)
FY17 Core Request	\$97,900	(1.0 FTE)
FY17 New Decision Item (increased authority)	\$10,000	(military credit)
FY17 New Decision Item (general authority)	\$1,000,000	

This appropriation provides MDHE with spending authority for the Multi-State Collaborative for Military Credit, and Multi-State Collaborative to Advance Learning Outcomes Assessment; an initiative designed to provide meaningful evidence about how well students are achieving important learning outcomes. Due to the timing of the military credit grant award, the department is requesting a one-time increase in authority of \$10,000 to allow for spending any remaining first year grant funds as well as spend its second year grant funds in a timely manner. In FY18, the authority would be reduced accordingly for the final year of the grant.

The MDHE frequently has opportunities to apply for grant funding from private philanthropies and organizations that provides the department with leverage to effect significant change in support of the “Big Goal” and other statewide initiatives in the areas of affordability, access and efficiency as a measure of quality. The department does not currently have line item authority to accept and spend these funds and must seek legislative approval on a case-by-case basis. This lack of flexibility has harmed

the department's efforts to apply for and secure external sources of funding for important initiatives. The department has been approved to request \$1,000,000 in spending authority for Other Grants and Donations to eliminate this barrier. As grant opportunities are announced, the department would consult with the chairs of the budget committees in both chambers before submitting the application.

## **B. Financial Assistance and Outreach**

The department has identified additional needs in core and core transfer appropriations for the major scholarship programs it administers. The governor's office is still assessing the general revenue picture and availability of dollars, and believes it will have a better assessment of the numbers in December. As such, the amounts which the department is identifying in the Alternative Budget Request in Tab G will be considered as part of the budget process in the governor's recommendations.

### **1. Program Distribution**

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

FY16 Core Transfer Appropriation	\$17,676,666
FY17 Core Transfer Request	\$17,676,666
FY16 Supplemental (authority only)	\$ 1,400,000

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who have a composite score in the top five 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 three percent of test takers, and \$1,000 for students in the top 4<sup>th</sup> and 5<sup>th</sup> percentiles. The top three 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.

A supplemental appropriation will be needed in order to maintain awards at the \$3,000 level for FY16 for students in the top three percent of ACT/SAT test takers. The department has received approval through the Office of Budget and Planning to include a supplemental authority request. Additional funds are needed to allow for normal program growth in FY17. Please see Tab G for more information.

#### **b. Access Missouri Financial Assistance Program**

FY16 Core Transfer Appropriation	\$59,682,507
FY17 Core Transfer Request	\$59,682,307

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 and meet the other statutory eligibility requirements for this scholarship. In addition to the core transfer referenced above, Access Missouri

also typically receives an additional \$5 million from gaming revenues, which are contained in HB 8.

A substantial increase in award amounts for this program was possible for FY16. MDHE staff believe it is essential to continue to increase funding for this program in order to allow it to fulfill its goals to assist the neediest students in affording postsecondary education. See Tab G for additional information.

**c. A+ Schools Program**

FY16 Core Transfer Appropriation	\$35,113,326
FY17 Core Transfer Request	\$35,113,326

The A+ Scholarship component of the A+ School Improvement Program was transferred from the Department of Elementary and Secondary Education to MDHE with Executive Order 10-16 during the 2010 legislative session. The A+ Scholarship, which provided approximately \$35 million in FY16, 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 percent 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.

It is unclear from current estimates if the core program appropriation is sufficient to provide full reimbursement to all eligible students. MDHE has worked with institutions to address this issue but we continue to refine the estimates. See Tab G for additional information.

**d. Advanced Placement Incentive Grant Program, Public Service Officer's Survivor Grant Program, Vietnam Veteran Survivor Grant Program, Wartime Veteran's Survivor Grant Program, Minority Teaching Student Scholarships and Marguerite Ross Barnett Scholarship Program**

FY16 Total Core Appropriation	\$1,200,250
FY17 Core Request	\$1,200,250

Beginning with the FY13 budget, the Advanced Placement Incentive Grant, the Public Service Survivor Grant Program, the Veteran's Survivor Grant Program, the Minority Teaching Scholarship Program, the Vietnam Veterans Survivor Scholarship Program and the Marguerite Ross Barnett Scholarship Program were combined into a single line item appropriation. This allows any unexpended funds from these programs, after awards are made to all eligible applicants, to be used in the

Marguerite Ross Barnett Scholarship Program, which has had more applicants in recent years than available funding.

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 or higher on advanced placement tests in mathematics or science while attending a Missouri public high school. In FY15, 21 students received grants through this program. Funding is provided through a donation from MOHELA.

The Public Service Officer's Survivor Grant provides educational assistance to the spouses and children of certain public employees who were killed or permanently and totally disabled in the line of duty. In FY15, 14 students were served by this program. Dependents are eligible up to the age of 24 to receive a grant to enroll in any program leading to a certificate, associate degree or baccalaureate degree at an approved Missouri postsecondary institution. The maximum annual grant is the least of the tuition paid by a full-time undergraduate Missouri resident at the University of Missouri-Columbia, or the tuition paid at the institution which the student attends.

The Vietnam Veteran Survivor Grant provides educational grants to eligible survivors of certain Vietnam veterans. In FY15, three students received 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.

The authorizing section for this grant sunsets on December 31, 2015. The department recommends a transfer of the \$50,000 authority to the Marguerite Ross Barnett Scholarship Program.

The Wartime Veteran's Survivor Grant was established by HB 1678 (2008) to provide scholarships to the spouses or children of veterans who were Missouri residents when first entering the military and at the time of their death/injury, and who (1) died as a result of combat action or of an illness contracted while serving in combat or (2) became at least 80 percent disabled as a result of injuries or accidents sustained in combat action. In FY15, nine individuals received this grant. 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.

The Minority Teaching Student Scholarships provide \$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 20 awards per year will continue to be made through this program.

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. During FY15, 280 students were served by the program, which continues the recent situation where all eligible applicants received assistance. The scholarship is need-based and is calculated using the Federal Needs Analysis Formula. This program will likely require additional funding in GR in order to pay all eligible students. See Tab G for additional information.

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

FY16 Core Appropriation	\$15,000
FY17 Core Request	\$15,000

The Kids' Chance Scholarship Program, established by section 173.254, RSMo, authorizes the Coordinating Board for Higher Education to provide scholarships for the children of workers who were seriously injured or died in a work-related accident or occupational disease covered by workers' compensation and compensable pursuant to chapter 287, RSMo, to attend a college, university, or accredited vocational institution of their choice. In accordance with statute, the director of the division of workers' compensation deposits \$50,000 each year beginning in 1999 until 2018 into the Kids' Chance Scholarship Fund. Awards can only be made using the interest earnings in the fund. The requested amount is set based on the size of the fund and projected interest as the fund continues to grow. In FY15, three students received scholarships under this program.

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

FY16 Core Appropriation	\$32,964
FY17 Core Request	\$32,964

This program provides scholarships to full-time minority and underrepresented students who pursue a bachelor's or master's degree in an environmental-related field of study at a Missouri college or university and meet certain academic standards. This program served nine students in FY15.

**g. Advantage Missouri Program**

FY16 Core Appropriation	\$15,000
FY17 Core Request	\$15,000

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

**h. Gear Up Scholarship Return**

FY16 Core Appropriation	\$4,000,000
FY17 Core Request	\$0

In FY17, a core reduction is requested for the GEAR-Up Scholarship Program as a result of having returned remaining grant funds during FY16. The grant program has ended.

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

**1. Administration**

FY16 Core Appropriation	\$10,488,000 (52.09 FTE)
FY17 Core Request	\$10,488,000 (52.09 FTE)

The Missouri Student Loan Program is a guaranty agency for the Federal Family Education Loan program. The program's primary function is to conduct major activities in the areas of collections on defaulted loans, contracts and compliance, early awareness and outreach, and marketing and customer service. The total of outstanding guaranteed loan balances is approximately \$1.9 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**

FY16 Core Appropriation	\$170,000,000
FY17 Core Request	\$170,000,000

Section 173.120, RSMo, establishes a revolving fund used solely to pay claims and administer the loan program. An appropriation granting authority to spend is required so that Guaranty Student Loan Program funds may be accessed. Disbursements include the purchase of defaulted loans, repurchases of defaulted loans by lenders, payments of accrued interest on defaulted loans and federal reinsurance payments.

**b. Collection Agency Invoicing**

FY16 Core Appropriation	\$8,000,000
FY17 Core Request	\$8,000,000

The department requires that all collection agencies transmit all collections to MDHE and then submit invoices for their fees. Continued authority in the amount of \$8,000,000 is needed for this purpose.

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

FY16 Core Appropriation	\$500,000
FY17 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 and one-time transfer in FY16 from U.S. Department of Education/Coordinating Board for Higher Education P.L. 105-33 Interest Account Fund to Guaranty Agency Operating Fund

FY16 Core Appropriation	\$15,000,100
FY17 Core Request	\$15,000,000

From Guaranty Agency Operating Fund to Federal Student Loan Reserve Fund

FY16 Core Appropriation	\$1,000,000
FY17 Core Request	\$1,000,000

Federal law requires certain transfers between the guaranty agency operating fund and the federal student loan reserve fund. These appropriations provide the necessary authority to meet these requirements.

Spending authority for the transfer from the Federal Student Loan Reserve Fund to the Guaranty Agency Operating Fund was increased by the legislature in FY13 to account for the removal of the estimated appropriation designation previously used on this line.

**e. Tax Refund Offsets**

FY16 Core Appropriation	\$750,000
FY17 Core Request	\$750,000

Section 143.781, RSMo, gives state agencies the authority to make state tax refund offsets against debts owed to the state agency, including defaulted guaranteed student loans.

**Alternative Budget Request**

As mentioned previously, although additional funds may not be available for increased investment, there is still value in taking this annual opportunity to put forward a representation of some of the urgent needs of Missouri higher education. Accordingly, information on needed funding increases for institutional base operating budgets, as well as other budget items for higher education, will be transmitted to the Governor and General Assembly separately from the formal request that includes few requests for increased funding. The components of this secondary budget request are described in Tab G.

**STATUTORY REFERENCE**

Authority granted under Sections 173.005, RSMo, through 173.750

**RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the FY17 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**

Alternative Operating Budget Recommendations  
Coordinating Board for Higher Education  
September 3, 2015

### **DESCRIPTION**

As indicated in Tab C, FY17 Recommendations for Public Institutions' Base Operating Appropriations, the Office of Administration's Budget Director has instructed agencies not to request general revenue funding increases for FY17 unless such requests are pre-approved by the Office of Administration. Missouri Department of Higher Education received very limited approval to request additional general revenue funding and, as such, MDHE's official recommendation for the FY17 budget includes requested increases only relating to the grant funding for department activities and an increase in the debt offset authorization for the University of Missouri. It is essential that the Coordinating Board for Higher Education use this annual opportunity to document critical unfunded needs for Missouri higher education. The development of this additional budget recommendation will serve as a resource for policy makers going forward.

### **ADDITIONAL BUDGET REQUEST**

MDHE recommends that the CBHE approve the following alternative budget recommendations to be submitted to the Governor and the Missouri General Assembly. The alternative recommendations will be submitted in addition to the standard budget documents for consideration to address critical needs in higher education as opportunities arise for new policy options. The recommendations fall into three categories:

- Support for public higher education institutions;
- Support for students in the form of increases in student financial assistance for Bright Flight, Access Missouri, A+, and Ross-Barnett; and
- Increasing participation of Missouri citizens in postsecondary education.

### **Higher Education Institutions**

FY16 Core Appropriation	\$929,819,114
FY17 Requested Increase	\$66,000,000

The alternative recommendations for the FY17 base operating appropriations for public institutions total \$66 million. Of the \$66 million, \$46 million is recommended for core operations (an increase of approximately five percent), \$19 million is recommended for a targeted initiative (approximately two percent) and \$1 million is recommended for the Returning Heroes Act. Additional detail follows regarding each component of this request.

Outcomes-based Funding

FY17 New Decision Item Request \$46,000,000

MDHE staff recommends an increase of \$46 million above the current core be appropriated for institution operations. Consistent with statute, 90 percent of these funds (\$41.4 million) would be allocated based on the performance funding model adopted by the CBHE. These funds would be distributed to institutions based on their respective success in achieving five performance goals. Those institutions demonstrating success on fewer than five measures will receive approximately an 0.9 percent increase for each measure that is met. Institutions that demonstrate success on all five measures will receive an increase of approximately 4.5 percent. The remaining ten percent (\$4.6 million) would be distributed across institutions within each sector based on a sector-adopted equity distribution formula.

As required by SB 492 (2014), public institutions and MDHE are pursuing the development of a sixth performance measure intended to ensure graduates of postsecondary programs achieve employment outcomes on a par with the level of degree achieved. FY16 is considered a pilot year, with no funds requested or at risk based on this measure. As described during the June CBHE meeting, the development of this measure is proving difficult, particularly given the statutory language requiring this measure. During FY 17, the institutions will need to establish reasonable baselines and to refine the methodology and techniques related to this measure. Consequently, this request assumes no FY17 impact relating to the additional sixth measure.

Strategic Initiative

FY17 New Decision Item Request \$19,000,000

The state of Missouri continues to face challenges in meeting the need for individuals with degrees in Science, Technology, Engineering and Mathematics (STEM). This recommendation is for an appropriation of \$19 million to build additional capacity in STEM fields in order to begin to address areas of workforce shortage. Although the details of this initiative are still being refined, MDHE staff recommends that the CBHE support the pursuit of this initiative and promote a broad-based approach that will allow all public sectors adequate opportunity to participate.

Missouri Returning Heroes Education Act

FY17 New Decision Item Request \$1,000,000

Since FY09, Section 173.900 RSMo has required all public institutions of higher education to limit the amount of tuition charged of combat veterans who are enrolled in a program leading to a certificate or an associate or baccalaureate degree to fifty dollars per credit hour, if they meet certain criteria. The statute also provides that institutions may report the amount of tuition waived in the previous fiscal year to the Coordinating Board and this information may be

included in the board's appropriations recommendations to the governor and the general assembly.

Although the CBHE has requested an appropriation for this purpose in the past, no funds have ever been appropriated to the institutions to cover the tuition revenue lost through this initiative. Based on previous surveys regarding this act, the requested amount is believed to be sufficient to cover the costs institutions incurred in implementing this requirement for FY15.

### **Student Financial Assistance**

The alternative recommendations for student financial assistance include increases for Bright Flight, Access Missouri, A+ and Marguerite Ross Barnett. Actual amounts listed are actual transfer amounts after spending restrictions but do not reflect the standard Governor's reserve (three percent).

#### **Academic Scholarship Program (Bright Flight)**

FY16 Core Appropriation	\$17,676,666
FY17 Requested Increase	\$4,000,000

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who have a composite score in the top five 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 three percent of test takers, and \$1,000 for students in the top 4<sup>th</sup> and 5<sup>th</sup> percentiles. The top three 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.

FY15 was the first year since the program statute was amended to establish the current maximum award that the top three percent received the full \$3,000 award. While this award level will be maintained for FY16, with the supplemental appropriation contained in the MDHE budget request, increased funding for this program will be needed in order to maintain this award level into FY17. This request is intended to provide sufficient funds to offer the statutory award of \$3,000 for all students scoring in the top three percent.

#### **Access Missouri Financial Assistance Program**

FY16 Core Appropriation	\$59,682,307
FY17 Requested Increase	\$4,000,000

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 and meeting the other statutory eligibility requirements for this grant. Access Missouri is the state's primary need-based student assistance program. In addition, as provided in statute, maximum award levels changed for all three institutional sectors (public two-year, public four-year plus State Technical College of Missouri, and independent) in FY15. This change increased the maximum award for students attending public two-year institutions to \$1,300 and equalized the maximum award for students attending all other types of institutions at \$2,850.

Although the number of eligible applicants has continued to decline, this program continues to assist approximately 50,000 Missouri residents with the cost of postsecondary education. This broad eligibility base coupled with budget reductions eroded award amounts significantly from the high achieved in FY09. For FY15, awards levels were set at 51 percent of the statutory maximum resulting in award amounts that were virtually unchanged since the 1980s. For FY16, the department was able to increase award levels to 65 percent of the maximum, primarily due to the Governor's release of \$11 million in funds restricted during FY15. The MDHE staff believes this situation provides an opportunity to continue to focus on increasing the award levels available through this program by initiating a three year effort to move this program to full funding. The intent of the requested increase is to begin to restore the buying power this program was designed to provide to Missouri's neediest students by providing sufficient funds to move award levels to the 75 percent level for FY17. Increases to need-based grants also are seen as an effective tool in limiting the growth of student debt.

**A+ Scholarship Program**

FY16 Core Appropriation	\$35,113,326
FY17 Requested Increase	\$2,500,000

The A+ Scholarship component of the A+ School Improvement Program was transferred from the Department of Elementary and Secondary Education to MDHE with Executive Order 10-16 during the 2010 legislative session. The A+ Scholarship, which provided more than \$33 million in awards for FY15, reimburses tuition and general fees for students who attended A+ designated high schools for three years prior to graduation and met the other eligibility requirements. 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.

With increased visibility and almost universal accessibility through the expansion of the program to nearly all public high schools in the state, the A+ Scholarship program has continued to see consistent growth. The funding increases for the program have not kept pace with this growth. Based on early projections for an increased number of recipients, MDHE staff estimates the requested increase will be necessary to ensure full funding of the program for FY17.

**Marguerite Ross Barnett Program**

FY16 Core Appropriation	\$363,375
FY17 Requested Increase	\$300,000

This program, also known as the Competitiveness Scholarship, is a need-based scholarship established for students who are employed while attending school part-time. Students that are enrolled at least half-time but less than full-time (6 to 11 semester credit hours) and are employed at least 20 hours per week are eligible. The maximum semester scholarship amount is the tuition charged for 6 or 9 credit hours at the school where the student is enrolled or the amount of tuition charged to a Missouri undergraduate resident enrolled in 6 or 9 credit hours in the same class level at the University of Missouri-Columbia. The number of credit hours in

which the student enrolls determines whether the maximum semester scholarship amount is based on 6 or 9 credit hours.

Beginning with FY13, the General Assembly authorized the MDHE to use unspent funds from several small targeted programs to fund Ross-Barnett eligible students. Due to this somewhat unique arrangement, the MDHE has been able to fund all eligible students in this program for the past three fiscal years. While we believe there are sufficient funds for the current year as well, by FY17 growth in several of the targeted programs will necessitate limiting the number of Ross-Barnett eligible students that can be paid through this arrangement. The requested increase will permit the department to use funds dedicated to this program to award all eligible students.

### **Student Success in Postsecondary Education**

#### **Missouri Higher Education Student Web-Based Portal Expansion**

FY17 New Decision Item Request

\$400,000

As state and national attention has increasingly focused on preparing students to enter and complete postsecondary education, many states have established a single point of contact for student and families to access information about the higher education system. While Missouri has established a student portal focused on providing information to students about state student aid, this website should be expanded into other crucial areas if it is to reach its full potential to serve the needs of Missouri students and families. This request is for the first year of what will be a multi-year project to expand and enhance the information available from this one-stop site. Projected enhancements include incorporation of financial literacy information and resources, resources relating to reverse transfer and the course transfer library required under HB 1042 (2012), college planning information, and providing students with an interactive tool to search for academic programs and opportunities for dual credit courses and distance learning available through Missouri's colleges and universities.

#### **Preparing Missourians to Succeed**

FY17 New Decision Item Request

\$3,000,000

The State of Missouri is committed to the goal of increasing the proportion of Missourians with high-quality postsecondary credentials, which provide clear pathways to further education, employment or both, to 60 percent by 2025. To reach that goal, Missouri must make appropriate investments in education to support students in completing their programs of study, including those students who are underprepared for postsecondary work. MDHE requests an appropriation of \$3,000,000 to establish a competitive, multi-year grant program to fund institutional efforts to increase the rate of and time to completion by removing barriers to student persistence and completion. Examples of initiatives could include:

- “15 to Finish:” Incentives for students to take 15 credit hours each semester in order to achieve timely degree completion.
- Academic Maps and Degree Pathways: Support institutions that adopt and implement guided pathways to ensure students have access to and understand the courses necessary for degree completion.

- Remedial Coursework: Increase collaboration between educational sectors, establish incentives for experimenting with innovative programs, and strengthen learning assistance and support services needed to retain academically underprepared students.

## **Conclusion**

Missouri public higher education has consistently found ways to operate more efficiently while accommodating rapidly growing enrollments during several years of declining state support. During the past three-to-five years Missouri public colleges and universities have led the nation in keeping tuition and fee increases low.

The higher education community appreciated that the FY16 appropriation included an increase for core operations and mission, delivered through the CBHE performance funding mechanism. Unfortunately, the meager appropriation increase, coupled with flat or declining state support for the previous several years and recent low tuition and fee increases, is not compatible with the maintenance of quality programs and services. The state's student aid programs, particularly Access Missouri as the state's primary need-based aid program, remain at funding levels far below the levels needed to provide the necessary financial assistance to accomplish our state's goals for program completion and degree attainment.

The formal request for FY17 (Tab C) adheres to the conditions put forth by the Office of Administration. MDHE staff proposes that the alternative operating budget recommendations referenced here be transmitted with the unified FY17 budget request sent to the Governor and the Missouri General Assembly so that policy makers are aware that additional investment in higher education is needed in order to maintain affordability and quality and 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 alternative budget request to the Governor and the General Assembly for the purpose of providing information on the minimal investments necessary to allow Missouri's system of higher education to maintain affordable and quality educational opportunities for students.**

## **ATTACHMENT**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

A+ Funding Response  
Coordinating Board for Higher Education  
September 3, 2015

### **DESCRIPTION**

In the summer of 2014, the MDHE raised concerns about the adequacy of funding for the A+ program for the 2014-2015 academic year. Although it was finally confirmed there were sufficient funds to reimburse all eligible students, this situation raised awareness of the funding pressure the program is experiencing due to substantial recent growth. The intent of this board item is to update the board regarding this situation and to request action to address any potential shortfall for the 2015-2016 academic year.

### **Background**

Since the responsibility for the scholarship component of the A+ program was transferred to the Missouri Department of Higher Education, the scholarship has experienced substantial growth in terms of the number of students and the total cost to reimburse those students for the tuition and fees paid to participating postsecondary institutions. For example, between FY11 and FY16, the appropriation for the program has increased by more than 50 percent to a total of \$35.1 million for FY16. The number of students served has also increased during that period from less than 10,000 in FY11 to a projection of more than 14,000 in FY16. This growth is the result of a number of factors, primarily the expansion of A+ designation to nearly all public high schools and the overall attractiveness of the program as college costs have continued to rise.

Although funding for FY16 reflects an increase of \$2 million, MDHE staff are concerned this increase will not be sufficient, given the small beginning balance contained in the program fund and the recent growth history of the program. While current projections are necessarily based on very limited information, it is imperative that the Coordinating Board and department address this possibility now in order to minimize the disruption to the program and to ensure every step is taken to preserve the promise this program represents to eligible students.

The administrative rule governing the operation of the A+ program, which was promulgated by the Coordinating Board in 2011, provides a process for responding when the MDHE determines a funding shortfall is likely. A copy of the administrative rule is included as Attachment A.

The rule provides that the MDHE make available for public comment a plan containing at least two options to ensure that total A+ tuition reimbursements do not exceed the appropriation. The plan must be distributed to all participating postsecondary institutions and the department must accept comments on the plan for no less than 30 days. The rule also requires that, prior to approval, the plan must be included as part of a regularly scheduled CBHE meeting, with an additional opportunity for comment at the meeting.

Coordinating Board for Higher Education  
September 3, 2015

## **Current Status**

Earlier this summer, the Missouri Community College Association approached MDHE staff regarding the establishment of a task force to study the shortfall issue and to make recommendations for addressing the shortfall to the MCCA Presidents' Council. The task force, which included broad representation, met twice during the summer months and forwarded a set of recommendations to the MCCA Presidents' Council. On July 31, 2015, the Presidents' Council forwarded those recommendations to MDHE for consideration.

On August 4, 2015, MDHE distributed a plan for addressing the shortfall that complies with the provisions of the administrative rule to the presidents, chancellors and directors of A+ participating institutions. A message was also sent to departments A+ distribution list. A copy of the distribution list message is included as Attachment B.

As required by the rule, the plan includes two options. The first option is for MDHE to impose two additional restrictions on student eligibility based on student performance in postsecondary education:

- Complete 12 semester hours (or equivalent) each semester – Current program standards only require that a student enroll full-time (12 semester hours) in order to be eligible. Although the program does not pay for dropped coursework, the student remains eligible for the following semester regardless of the number of hours completed. This change would make a student ineligible for the next semester if they do not complete 12 semester hours. The student would need to make up the dropped hours before they could regain their eligibility.
- Increase the GPA requirement for initial semester of enrollment – Currently, a student in the first semester of A+ reimbursement only has to satisfy the school's Satisfactory Progress Policy in order to remain eligible for the second semester of the academic year. In some cases, this has allowed students to maintain their eligibility when they have virtually no chance of reaching the 2.5 cumulative grade point average required in order to renew the scholarship for a second academic year. This change would establish a minimum GPA of 2.0 (on a 4.0 scale) for the initial semester of eligibility. Students who did not achieve that GPA would not be eligible for A+ reimbursement for any following semester until they reach a 2.5 CGPA.

Under the second option, MDHE would reduce the number of credit hours eligible for reimbursement through the program. We do not have sufficient information at this time to accurately project the size of any reduction that would be necessary. This was the plan proposed for implementation during FY15. While it would likely have proved effective in controlling costs, considerable uncertainty resulted from this proposal.

Because of the timing of the process during this current year, the public comment period remains open until the date of the September CBHE meeting. Consequently, it would be inappropriate to recommend action by the board prior to that time. MDHE staff will continue to accept comments regarding the plan until September 2 and will bring a final recommendation to the CBHE meeting.

**STATUTORY REFERENCE**

Sections 160.545, RSMo A+ Program

**RECOMMENDED ACTION**

The recommended action will be provided to the board at the time of the meeting.

**ATTACHMENT(S)**

Attachment A – A+ Administrative Rule

Attachment B – Notice to Interested Parties Regarding A+ Funding Response



for expenses and promptly give the applicant any remaining funds.

(N) An applicant's failure to provide information requested by the department by the established deadlines may prevent the applicant from being considered for a Minority and Underrepresented Environmental Literacy Program award.

(O) The department has the discretion to withhold payments of any Minority and Underrepresented Environmental Literacy Program awards after initiating an inquiry into the eligibility or the continued eligibility of a student or into the approved status of an institution.

(P) A student may transfer the Minority and Underrepresented Environmental Literacy Program award from one approved public or private institution to another without losing eligibility for assistance. The student must notify the department of the transfer.

(7) Information Sharing Policy. All information on an individual's Minority and Underrepresented Environmental Literacy Program 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 173.240, RSMo Supp. 2010.\* Original rule filed Feb. 17, 2011, effective Oct. 30, 2011.*

*\*Original authority: 173.240, RSMo 2010.*

## 6 CSR 10-2.190 A+ Scholarship Program

*PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding institutional and student eligibility for student financial assistance under the A+ Scholarship program.*

### (1) Definitions.

(A) Academic year shall be twenty-four (24) semester or trimester credit hours, thirty-six (36) quarter credit hours, or nine hundred (900) clock hours, and at least thirty (30) weeks of instructional time for a credit hour program or at least twenty-six (26) weeks of instructional time for a clock hour program.

(B) A+ Scholarship shall mean the tuition reimbursement program set forth in subsections 7. through 9. of section 160.545, RSMo.

(C) A+ tuition reimbursement shall mean an amount of money paid by the state of Missouri to a qualified student under the A+ Scholarship for costs related to tuition, general fees, and up to fifty percent (50%) of book costs, subject to state appropriations, after federal sources of funding have been applied.

(D) Award year shall be from July 1 of any year through June 30 of the following year.

(E) CBHE shall mean the Coordinating Board for Higher Education created by section 173.005.2, RSMo.

(F) Department shall mean the Department of Higher Education created by section 173.005.1, RSMo.

(G) Federal sources of funding shall mean grant funds made available directly to students by the federal government and shall not include any funds that must be repaid or work-study funds.

(H) Full-time student shall mean a student who, regardless of the course delivery method, is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, twenty-four (24) clock hours per week, or the equivalent in another measurement system for the fall and spring terms or at least six (6) semester hours, twenty-four (24) clock hours per week, or the equivalent in another measurement system for the summer term. A student may not be enrolled in less than the respective number sufficient to secure the certificate or 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 for full-time status under federal student financial aid programs included in Title IV of the Higher Education Act of 1965 shall be considered to be making satisfactory academic progress while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.

(I) Good-faith effort to secure all federal sources of funding that could be applied to tuition reimbursement shall mean, by the deadline established by the department, being eligible to receive federal Title IV student financial aid and having completed the federal need-based aid application form as prescribed by the United States Department of Education (USDE), commonly known as the Free Application for Federal Student Aid (FAFSA), except—

1. For students whose parents refuse to provide financial information, the application form must, at a minimum, include the dependent student's financial information; or

2. For students attending institutions that do not participate in the federal Title IV student financial aid programs and are therefore ineligible for federal Title IV student financial aid, completion of the predictor tool for federal Title IV student financial aid eligibility approved by the USDE, commonly known as the FAFSA4caster, is acceptable; or

3. For students who meet the requirements under section 2 of 173.1110, RSMo but are ineligible for federal Title IV student financial aid, completion of the predictor tool for federal Title IV student financial aid eligibility approved by the USDE, commonly known as the FAFSA4caster, is acceptable.

(J) His, him, or he shall apply equally to the female as well as the male sex where applicable in this rule.

(K) Initial recipient shall mean a student who qualifies under subsection 7 of section 160.545, RSMo, and this rule, and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement, and has not received A+ tuition reimbursement in any prior award year.

(L) Participating institution shall mean a Missouri public community college, a public vocational or technical school, or a two- (2-) year private vocational or technical school meeting the requirements set forth in subsection 9. of section 160.545, RSMo, that has entered into a participation agreement for the A+ Scholarship program with the department.

(M) Partnership shall mean a written agreement between two (2) or more institutions, at least one (1) of which must be an A+ participating institution, providing for the processing and delivery of A+ tuition reimbursement.

(N) Renewal recipient shall mean a student who received A+ tuition reimbursement, or whose A+ award was reduced to zero upon application of federal sources of funding, in a prior award year, qualifies under subsection 7. of section 160.545, RSMo, and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement.

(O) Repeat coursework shall be any coursework for which the student has been assigned a grade under the institution's standard grading policy, excluding coursework for which the student was placed in an incomplete or withdrawn status, in a previous term.

(P) Tuition and fees shall mean any charges to students classified as tuition and



any institutional fees charged to all students, excluding program-specific fees.

(Q) USDE shall mean the United States Department of Education.

(2) Responsibilities of Participating Institutions.

(A) Only institutions who have entered into a participation agreement with the department may receive reimbursement under the A+ Scholarship program.

(B) Participating institutions shall meet the following requirements:

1. Before requesting reimbursement for an initial recipient, verify the following:

A. The student has met the eligibility requirements listed in section (3) of this rule through collection of a high school transcript bearing the official A+ seal;

B. The student has met the institution's definition of satisfactory academic progress, including any grade point average (GPA) requirement included as part of that definition;

C. The student is enrolled as a full-time student, except as provided in subsection (1)(H) of this rule; and

D. The student has made a good-faith effort to secure all federal sources of funding that could be applied to tuition reimbursement, except as provided in subsection (1)(I) of this rule;

2. Before requesting reimbursement for a renewal recipient, verify the following:

A. The student is enrolled as a full-time student, except as provided in subsection (1)(H) of this rule;

B. The student has met the cumulative grade point average (CGPA) and satisfactory academic progress requirements referenced in paragraph (3)(B)2. of this rule; and

C. The student has made a good-faith effort to secure all federal sources of funding that could be applied to tuition, except as provided in subsection (1)(I) of this rule;

3. Comply with the institutional responsibilities required in section 6 CSR 10-2.140(5), with the exception of paragraph 6 CSR 10-2.140(5)(A)5.; and

4. Verify federal sources of funding are applied correctly to tuition, general fees, and up to fifty percent (50%) of book costs as specified in subsection (4)(N) of this rule.

(C) Partnerships must comply with the following:

1. Reimbursement will only be made to A+ participating institutions;

2. Reimbursement will only be made for coursework actually delivered by a participating institution;

3. Reimbursement may be requested by only one (1) participating institution as

specified in the agreement and must be at a tuition rate consistent with the rate charged to other students enrolled in the course;

4. When a partnership includes only one (1) A+ participating institution, the student must be considered to be enrolled full time at the participating institution;

5. When two (2) or more A+ participating institutions are involved in a partnership, students must be enrolled in sufficient hours at a combination of the participating institutions to be considered to be enrolled full time as defined in this rule; and

6. Institutions entering into partnerships must provide to the department any requested documentation pertaining to the processing and delivery of A+ tuition reimbursements.

(3) Eligibility Policy.

(A) To qualify for A+ tuition reimbursement, an initial recipient must meet the following criteria:

1. Meet the requirements set forth in subsection 7 of section 160.545, RSMo;

2. Be a U.S. citizen, permanent resident, or otherwise lawfully present in the United States, in accordance with section 208.009, RSMo;

3. Enter into a written agreement with the A+ designated high school prior to high school graduation;

4. Graduate from an A+ designated high school with an overall grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale;

5. Have at least a ninety-five percent (95%) attendance record overall for grades nine through twelve (9–12);

6. Have performed fifty (50) hours of unpaid tutoring or mentoring, of which up to twenty-five percent (25%) may include job shadowing;

7. Beginning with the high school senior class of 2015, meet one (1) of the following, unless the A+ school district has met all of the Department of Elementary and Secondary Education's requirements for waiver of the Algebra I end-of-course exam for the recipient:

A. Have achieved a score of proficient or advanced on the official Algebra I end-of-course exam, or a higher level DESE approved end-of-course exam in the field of mathematics; or

B. Have achieved a qualifying score, as established annually by the CBHE, on the COMPASS exam published by ACT, Inc. or the mathematics component of the ACT test as a high school or postsecondary student. Institutions must collect official documentation of the qualifying score from ACT, Inc.

from postsecondary students;

8. Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol;

9. Be admitted as a regular student and enroll in and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to his program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

10. Not be enrolled or intend to use the award to enroll in a course of study leading to a degree in theology or divinity;

11. Not have a criminal record preventing receipt of federal Title IV student financial aid; and

12. Meet the institution's definition of satisfactory academic progress, including any GPA requirement included as part of that definition.

(B) To qualify for tuition reimbursement under the A+ Scholarship program, a renewal recipient must meet the following criteria:

1. Be admitted as a regular student and enroll in and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to his program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

2. Maintain 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, maintain satisfactory academic progress as determined by the participating institution's policies as applied to other students at the participating institution receiving assistance under federal Title IV student financial aid programs. The calculation of CGPA shall be based on the participating institution's policies as applied to other students in similar circumstances; and

3. Make a good-faith effort to secure all federal sources of funding that could be applied to tuition before the award is disbursed but no later than the deadline established by the CBHE.



(C) The department will review written appeals of its eligibility policy in the following circumstances:

1. The student failed to make a good-faith effort to secure all federal sources of funding that could be applied to tuition; or
2. The student failed to meet the grade point average requirement as a result of a documented medical reason.

(4) Award Policy.

(A) A+ tuition reimbursement for institutions with credit-hour programs shall occur each semester within one (1) award year.

(B) A+ tuition reimbursement for institutions with clock-hour programs shall be made in installments determined by the department annually.

(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 high school graduation as documented on the high school transcript;
2. Receipt of an associate's degree; or
3. Completion of one hundred five percent (105%) of the hours required for the program in which the student is currently enrolled.

A. For a student seeking a first certificate or degree, calculation of the one hundred five percent (105%) shall include:

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

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

B. For a student seeking a first certificate or degree, calculation of the one hundred five percent (105%) shall not include:

(I) 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; and

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

C. For a student who has received a postsecondary certificate and enrolls in a program leading to a related, higher-level certificate or degree, calculation of the one hundred five percent (105%) shall include:

(I) All hours that are applied toward the related, higher-level program; and

(II) All known hours completed after receipt of the most recent certificate at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental; and

(III) All hours completed after receipt of the most recent credential that are accepted in transfer from an institution that is ineligible for A+ participation.

D. For a student who has received a postsecondary certificate and enrolls in a program leading to a related, higher-level certificate or degree, calculation of the one hundred five percent (105%) shall not include:

(I) 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; and

(II) All hours that are not applied toward the related, higher-level program; and

(III) All hours completed at an institution that is ineligible for A+ participation after receipt of the most recent certificate that are not accepted in transfer by an A+ participating institution.

(D) If an initial recipient is unable to enroll or a renewal recipient ceases attendance for the purpose of providing active duty service in any branch of the armed forces of the United States, the eligibility of the student under paragraph (4)(C)1. of this rule that remains will be deferred for the period of the service as documented on the student's DD214 form. The student must return to full-time status, or qualify for an exception to the full-time status requirement, within twelve (12) months of the end of military service and provide verification to the department that the military service was satisfactorily completed to retain eligibility. Calculation of the twelve (12) months will begin on the first of the month following the student's discharge from service. The recipient's eligibility under paragraph (4)(C)1. of this rule that remains will be calculated from the first day of the month following the student's return to full-time status or other qualifying enrollment.

(E) For a student concurrently seeking more than one (1) certificate or degree, reimbursement will be made to, and the calculation of the one hundred five percent (105%) eligibility limit will be made by, the institution providing the highest outcome, unless the student provides written notification specifying otherwise to all institutions in which he is enrolled.

(F) Reimbursement will be as specified for the following categories of coursework:

1. Completed coursework for which a grade is assigned under the institution's standard grading policy, including remedial coursework and coursework assigned a grade of Incomplete, and that is required by the institution for the completion of a certificate or degree will be reimbursed;

2. Coursework for which a standard grade was not assigned, including coursework from which the student officially or unofficially withdrew, or was terminated, is not eligible for reimbursement. Institutions can use any of the following options to adjust a student's award amount to meet this requirement:

A. Deduct the amount reimbursed for such coursework from subsequent reimbursement requests;

B. Omit such coursework from the current reimbursement request; or

C. Return the amount reimbursed for such coursework in accordance with subsection 6 CSR 10-2.140(5)(C);

3. Repeat coursework will not be reimbursed; and

4. Coursework that is part of a higher level certificate or a degree that is taken after receipt of a certificate or degree is in a field related to the original certificate received.

(G) For a student that fully establishes eligibility by achieving a qualifying score on the COMPASS exam published by ACT, Inc. or the mathematics component of the ACT test as a postsecondary student, reimbursement may be made for the term in which the student achieves the qualifying score provided the student has established such eligibility prior to the institution's submission of the reimbursement request to the department.

(H) The amount of the A+ tuition reimbursement must be calculated based on the remaining costs of actual tuition and fees after any federal sources of funding have been applied and any deductions have been made for reimbursement of coursework for which a standard grade was not assigned, including coursework from which the student officially or unofficially withdrew or was terminated.

(I) The amount of an A+ tuition reimbursement must be reduced by the amount of any federal sources of funding received by or on behalf of an initial or renewal recipient and, when applicable, any adjustments required in paragraph (4)(F)2. of this rule.

(J) The amount of the A+ tuition reimbursement is subject to legislative appropriation.



(K) If the appropriated funds exceed the amount necessary to fund tuition and fees, up to fifty percent (50%) of book costs may be reimbursed.

(L) If insufficient funds are available to pay all eligible students the full amount of tuition and fees calculated in subsection (4)(H) of this rule, the department may take any of the following measures to address the shortfall in order to ensure the A+ tuition reimbursement does not exceed the appropriation:

1. Reduce the number of hours eligible for reimbursement; or

2. If projections indicate that the measure cited above is inadequate to address the funding shortfall, the department shall, as soon as may practicably be accomplished, make available for public comment a plan containing at least two (2) options to ensure that total A+ tuition reimbursements do not exceed the appropriation. Such plan shall be distributed to all participating institutions and the department shall accept public comments on the plan for no less than thirty (30) days before publication in a CBHE board book. No plan for accommodating the additional shortfall shall be approved before it has been on the agenda of a regularly scheduled CBHE meeting and an opportunity for public comment at the CBHE meeting has been provided.

(M) The hourly tuition rate used to calculate the A+ tuition reimbursement shall not exceed the published standard per credit hour tuition rate charged by Linn State Technical College.

1. Institutions with high need programs that have tuition charges above this limit may apply to the department for a waiver of this requirement on a program-by-program basis.

2. The federal credit hour to clock hour conversion calculation will be applied to institutions with clock hour programs.

(N) Financial aid must be applied to tuition and general fees in the following order:

1. First, all available federal sources of funding; and

2. Second, A+ tuition reimbursement.

(O) Award amounts may be increased or decreased at the department's discretion based on availability of funds for distribution during the award year.

(P) A student who has been denied A+ tuition reimbursement for lack of satisfactory academic progress may not receive another A+ tuition reimbursement until the enrollment period after the applicable standard has once again been met.

(Q) No A+ tuition reimbursement will be made retroactive to a previous award year. An A+ tuition reimbursement will be made retroactive to a previous semester or payment

period only upon the sole discretion of the department.

(R) A+ tuition reimbursement will be made only after institutional certification of the student's eligibility and the amount of the A+ tuition reimbursement.

(S) An eligible student's failure to provide required information by the established deadlines may result in loss of the A+ Scholarship for the period covered by the deadline.

(T) The CBHE has the discretion to withhold payments of any A+ tuition reimbursements after initiating an inquiry into the eligibility or continued eligibility of a student or into the participation status of an institution.

(U) An eligible student may transfer the A+ Scholarship from one (1) participating institution to another without losing eligibility for assistance, but the department shall make any necessary adjustments in the amount of the award.

(5) Information Sharing Policy. All information on an individual's A+ Scholarship 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 state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

*AUTHORITY: section 160.545, RSMo Supp. 2014\* and Executive Order 10-16, dated January 29, 2010. Original rule filed Feb. 17, 2011, effective Oct. 30, 2011. Amended: Filed Dec. 13, 2012, effective June 30, 2013. Amended: Filed Sept. 15, 2014, effective March 30, 2015.*

*\*Original authority: 160.545, RSMo 1993, amended 2002, 2008, 2009, 2010.*

#### 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.



### **A+ Funding for FY 2016**

During the past several years, the scholarship component of the A+ program has experienced unprecedented growth and success. While these are positive outcomes for the scholarship, they are also beginning to place substantial pressure on the program, particularly with regard to the funding level necessary to ensure all eligible students receive the financial assistance promised by the program.

In FY 2014, the program appropriation was insufficient to cover the full cost of the program; however, the program fund balance was sufficient to continue full funding of scholarships. In FY 2015, uncertainty in the funding of the A+ Scholarship program caused the Missouri Department of Higher Education to announce a one-credit-hour reduction for the spring 2015 term. Although the department eventually determined sufficient funds were available, that determination was based on an unexpected increase in returned funds that could be reallocated to eligible students and a lower-than-projected growth rate rather than an adequate transfer of new funds into the program.

For FY 2016, the Missouri General Assembly approved an increase for the A+ Scholarship program of \$2 million. However, even with this additional funding, MDHE believes there is substantial risk of a funding shortfall of between \$500,000 and \$1.5 million based on the best information available at this early date.

The MDHE believes it is necessary to respond in a proactive manner to this situation. In the event of a projected funding shortfall, the A+ Scholarship Program administrative rule provides for the department to develop a plan containing at least two options to address the shortfall (6 CSR 10-2.190(4)(L)2.). The plan must be vetted through a 30-day comment period before being brought to the Coordinating Board for Higher Education for final approval and implementation.

This message provides the department's plan, which includes recommendations from the Missouri Community College Association, and begins the 30-day public comment period. The department intends to bring the plan before the CBHE at its September 3, 2015 meeting.

The first option to address the anticipated shortfall is a two-pronged plan. This plan outlines temporary measures to address the FY 2016 shortfall. If approved by CBHE, these measures will be effective beginning with the fall 2015 term, with the first impact on students occurring at the transition from the fall 2015 term to the spring 2016 term:

1. Require students to complete 12 semester credit hours or the equivalent (6 hours during the summer term) in order to maintain eligibility for the next semester. A student that does not complete the required number of credit hours during a term is ineligible for the following semester of full-time enrollment. If the student does not enroll in at least 12 credit hours in the following term, the student will be ineligible until the student has

completed 12 credit hours. A course is considered completed if the student earns a standard grade for the course, including a failing grade but excluding a grade at withdrawal prior to completion.

2. Require students whose first A+ eligible enrollment is either a summer or fall term to achieve at least a 2.0 semester grade point average (on a 4.0 scale) at the end of each term. Students must still achieve a cumulative grade point average of 2.5 (on a 4.0 scale) or the equivalent by the end of their first academic year in order to maintain eligibility for the following academic year. Students that do not achieve at least a 2.0 grade point average during the initial terms of enrollment will be ineligible to receive an A+ award until their cumulative grade point average is at least a 2.5.

If it is determined the above changes are effective and should be incorporated as permanent changes to the program, such changes would need to be considered through the rulemaking process.

The second option is to reduce the number of reimbursable hours for the spring 2016 term. This option would be implemented in the same way the FY 2015 credit hour reduction was implemented. Current estimates indicate this approach would require at least a one-credit-hour reimbursement reduction during the spring 2016 term.

Comments regarding these two options may be submitted to Ms. Kelli Reed, student assistance associate, at [kelli.reed@dhe.mo.gov](mailto:kelli.reed@dhe.mo.gov). **Comments must be submitted no later than Wednesday, September 2, 2015** to be included in the information presented to CBHE.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Student Loan Program Update  
September 3, 2015

### **DESCRIPTION**

The purpose of this agenda item is to update the CBHE about the federal student loan program and recent activity of the MDHE guaranty agency.

#### **Federal Update**

On July 10, 2015, the US Department of Education issued written guidance regarding guaranty agencies' assessment of collection fees to defaulted student loans. The guidance appears to restate requirements that guaranty agencies have been operating under since the 1990s. The letter is silent about the effective date of the new interpretation and USDE has not yet provided any clarification. The new guidance has the potential to decrease MDHE future collection revenues by as much as \$1 million annually. If USDE requires guaranty agencies to apply the new guidance retroactively, the financial impact to MDHE could be several million dollars.

USDE is currently performing a review of MDHE claims paid to lenders after the death of a student loan borrower. The majority of guaranty agencies have already undergone this review. The review is scheduled to conclude on September 4, 2015, and a written report from USDE will likely issue a written report approximately 60 days later.

#### **Default Prevention Grants**

The MDHE recently announced the recipients of the 2016 Default Prevention Grants. The MDHE created the Default Prevention Grant Program 15 years ago to encourage postsecondary institutions to implement campus-based programs designed to prevent defaults and increase financial literacy. This year the MDHE awarded 30 Missouri colleges and universities more than \$825,000 in grants. The MDHE Default Prevention Grant Program is one of MDHE's efforts to keep students from defaulting on student loans. Currently, Missouri's cohort default rate is 12.6 percent, compared to the national average of 13.7 percent.

#### **Outreach Programs**

Registration recently closed for high schools wishing to participate in the 2015 Apply Missouri program (formerly known as Missouri College Application Week), which will take place this fall. There are 87 registered sites, compared to 57 in 2014. MDHE is also currently selecting sites for the next annual FAFSA Frenzy, which will take place in February 2016.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

**Attachment A – 2016 Default Prevention Grant Awards**

**Attachment B – Apply Missouri Participants**

Coordinating Board for Higher Education  
September 3, 2015

## 2016 MDHE Default Prevention Grant Recipients

- Avila University
- Cape Girardeau Career & Technology Center
- Columbia College
- Cox College
- Drury University
- East Central College
- Eden Theological Seminary
- Elaine Steven Beauty College
- Fontbonne University
- Harris-Stowe State University
- Jefferson College
- Lincoln University
- Mineral Area College
- Missouri Southern State University
- Missouri State University
- Missouri State University, West Plains
- Missouri University of Science & Technology
- Missouri Valley College
- Missouri Western State University
- Moberly Area Community College
- North Central Community College
- Ozarks Technical College
- State Fair Community College
- Stephens College
- State Technical College of Missouri
- St. Charles Community College
- Three Rivers Community College
- University of Missouri, Columbia
- Webster University
- Wentworth Military Academy

# Apply Missouri Participants 2015

<b>High School</b>	<b>City/town/area and county</b>
1 African-Centered Prep Academy	Kansas City (Jackson county)
2 Albany RIII High School	Albany (Gentry county)
3 Battle High School	Columbia (Boone county)
4 Bayless High School	St. Louis (St. Louis county)
5 Bolivar High School	Bolivar (Polk county)
6 Bourbon High School	Bourbon (Crawford county)
7 Cameron High School	Cameron (Clinton county)
8 Carnahan School of the Future	St. Louis (St. Louis city)
9 Center Senior High School	Kansas City (Jackson county)
10 Central Academy of Excellence	Kansas City (Jackson county)
11 Central High School	New Madrid (New Madrid county)
12 Central High School	Springfield (Greene county)
13 Central Visual and Performing Arts High School	St. Louis (St. Louis city)
14 Centralia High School	Centralia (Boone county)
15 Chaffee Senior High School	Chaffee (Scott county)
16 Clearwater High School	Piedmont (Wayne county)
17 Cleveland NJROTC	St. Louis (St. Louis city)
18 Clyde C. Miller Career Academy	St. Louis (St. Louis city)
19 Concordia High School	Concordia (Lafayette county)
20 Cuba High School	Cuba (Crawford county)
21 Dixon High School	Dixon (Pulaski county)
22 Early College Academy	Kansas City (Jackson county)
23 East High School	Kansas City (Jackson county)
24 Eldon High School	Eldon (Miller county)
25 Fair Play High School	Fair Play (Polk county)
26 Farmington R-7 High School	Farmington (St. Francois county)
27 Forsyth High School	Forsyth (Taney county)
28 Fort Osage High School	Kansas City (Jackson county)
29 Fulton High School	Fulton (Callaway county)
30 Gallatin High School	Gallatin (Daviess county)
31 Gateway High School	St. Louis (St. Louis city)
32 Hancock High School	St. Louis (St. Louis city)
33 Hazelwood East High School	St. Louis (St. Louis county)
34 Hermitage High School	Hermitage (Hickory county)
35 Hillcrest High School	Springfield (Greene county)
36 Jennings High School	Jennings (St. Louis county)
37 Kennett High School	Kennett (Dunklin county)
38 Lebanon High School	Lebanon (Laclede county)
39 Liberty North High School	Liberty (Clay county)
40 Lincoln R-2 High School	Lincoln (Benton county)
41 Maryville High School	Maryville (Nodaway county)
42 McCluer High School	Florissant (St. Louis county)
43 McCluer North High School	Florissant (St. Louis county)
44 McCluer South-Berkeley High School	Ferguson (St. Louis county)
45 Moberly High School	Moberly (Randolph county)
46 Nahed Chapman New American Academy	St. Louis (St. Louis city)

## Apply Missouri Participants 2015

47	Normandy High School	St. Louis (St. Louis county)
48	North Kansas City High School	Kansas City (Clay county)
49	Northeast High School	Kansas City (Jackson county)
50	Northwest Academy of Law	St. Louis (St. Louis city)
51	Notre Dame High School	St. Louis (St. Louis county)
52	Odessa High School	Odessa (Lafayette county)
53	Osceola High School	Osceola (St. Clair county)
54	Ozark High School	Ozark (Christian county)
55	Pacific High School	Pacific (Franklin county)
56	Parkview High School	Springfield (Greene county)
57	Paseo Academy of Fine and Performing Arts	Kansas City (Jackson county)
58	Penney High School	Hamilton (Caldwell county)
59	Pleasant Hope High School	Pleasant Hope (Polk county)
60	Potosi High School	Potosi (Washington county)
61	Pride St. Louis	St. Louis (St. Louis city)
62	Raymore-Peculiar High School	Peculiar (Cass county)
63	Raytown High School	Raytown (Jackson county)
64	Raytown South High School	Raytown (Jackson county)
65	Ritenour High School	St. Louis (St. Louis county)
66	Riverview Gardens High School	St. Louis (St. Louis county)
67	Roosevelt High School	St. Louis (St. Louis city)
68	Ruskin High School	Kansas City (Jackson county)
69	Salem Senior High School	Salem (Dent county)
70	Sikeston Senior High School	Sikeston (Scott county)
71	Slater High School	Slater (Saline county)
72	Soldan International Studies High School	St. Louis (St. Louis city)
73	South Iron R-I High School	Annapolis (Iron county)
74	Southwest Early College Campus	Kansas City (Jackson county)
75	St. Clair High School	St. Clair (Franklin county)
76	St. Francis Borgia Regional High School	Washington (Franklin county)
77	St. James High School	St. James (Phelps county)
78	Ste. Genevieve High School	Ste. Genevieve (Ste. Genevieve county)
79	Sullivan High School	Sullivan (Franklin county)
80	Trenton Senior High School	Trenton (Grundy county)
81	Van Horn High School	Kansas City (Jackson county)
82	Vashon High School	St. Louis (St. Louis city)
83	Vienna High School	Vienna (Maries county)
84	Warrensburg High School	Warrensburg (Johnson county)
85	Waynesville High School	Waynesville (Pulaski county)
86	West Plains Senior High School	West Plains (Howell county)
87	Winnetonka High School	Kansas City (Clay county)

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Academic Program Actions  
Coordinating Board for Higher Education  
September 3, 2015

### DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the June 3, 2015, board meeting. These proposals are submitted to the Coordinating Board for Higher Education for action.

The following tables provide a summary of the proposed program actions submitted to the CBHE since the June meeting. The complete listing of proposed program actions can be found in the attachment to this agenda item.

#### Public Institutions

	Certificates	Associate	Baccalaureate	Graduate	Total
<b>Deleted</b>	0	3	2	0	5
<b>Inactivated</b>	7	0	0	1	8
<b>Other Program Changes*</b>	3	12	28	11	54
<b>New</b>	29	0	7	3	39
<b>Off-Site</b>	4	1	3	0	8
<b>Programs Withdrawn</b>	0	0	0	0	0

\*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised

#### Public Comment for Public Institutions

All new program proposals from public institutions are posted for review and comment for the standard twenty working days. No public comments were received during the comment period for the attached program proposals.

#### Independent Institutions

	Certificates	Associates	Baccalaureate	Graduate	Total
<b>Deleted</b>	0	2	38	5	45
<b>Inactivated</b>	0	0	0	0	0
<b>Other Program Changes*</b>	0	2	51	5	58
<b>New</b>	12	17	102	16	147
<b>Off-Site</b>	0	0	13	5	18
<b>Programs Withdrawn</b>	0	0	0	0	0

\*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised.

Public Comment for Independent Institutions

All new program proposals from independent institutions are posted for review and comment for the standard twenty working days. No public comments were received during the comment period for the attached program proposals.

**Off-Site Location Update**

The following location updates were provided to the MDHE for update to the approved Off-Site Inventory as appropriate.

**Missouri State University** requests to add the following off-site locations to the approved inventory:

Ozarks Technical Community College-Table Rock  
10698 Highway 165  
Hollister, MO 65672

Ozarks Technical Community College-Waynesville Center  
600 GW Lane  
Waynesville, MO 65583

**Saint Charles Community College** requests to add the following off-site location to the approved inventory:

Pike/Lincoln Technical Center  
430 Votech Road  
Eolia, MO 63344

In February 2014, MDHE submitted an off-campus sites list for CBHE approval. At that time, the following sites were reported as being residence center locations and included as such in the official CBHE inventory of off-site locations:

- Northwest Missouri State University Kansas City Center
- Northwest Missouri State University St. Joseph Center
- Missouri Western State University Kansas City Northland

After further review and verification by MDHE staff, it was determined that these locations were incorrectly listed as residence centers; they are off-campus sites. Both the CBHE record and the online inventory of off-site locations have been updated to reflect this correction.

**Southeast Missouri State University**

Southeast Missouri State University submitted 19 program changes involving major revisions of their education programs' coursework to meet the new Missouri Standards for Professional Educators (MoSPE) and align with the new Department of Elementary and Secondary Education (DESE) certification requirements for specific concentration areas.

After review, MDHE staff concluded that the proposed changes do not constitute substantive programmatic change requiring the submission of new program proposals. While there are many changes within the program's curriculum, the intent of the change is to realign the program with

new educator preparation standards, not to create new programs or expand the scope of the current program. As other institutions offering educator preparation programs seek to realign their curriculum to meet these new standards, MDHE staff will utilize the format submitted by Southeast Missouri State University as a template for institutions to follow.

**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 off-site location update listed in this information item, and the program changes and new program proposals listed in the attachment.**

**ATTACHMENT(S)**

Attachment A – Academic Program Actions

DRAFT

## 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 programs before they are offered in Missouri.

### Academic Program Changes (Public Institutions)

#### East Central College

- 1) Current Program:  
C1, Solution Developer, CIP 220301  
  
Proposed Change:  
Inactivate program  
  
Program as Changed:  
C1, Solution Developer, CIP 220301 (inactivate program)
- 2) Current Program:  
C2, Multimedia Design, CIP 100305  
  
Proposed Change:  
Inactivate program  
  
Program as Changed:  
C2, Multimedia Design, CIP 100305 (inactivate program)
- 3) Current Program:  
C1, Multimedia Design, CIP 100301  
  
Proposed Change:  
Inactivate program  
  
Program as Changed:  
C1, Multimedia Design, CIP 100301 (inactivate program)
- 4) Current Program:  
AAS, Multimedia Design, CIP 100301  
  
Proposed Change:  
Title change and add accreditation by the National Association of Schools of Art and Design (NASAD)  
  
Program as Changed:  
AAS, Design, CIP 100301 (title change and add accreditation)

- 5) Current Program:  
C1, Industrial Engineering Technology, CIP 470399
- Proposed Change:  
Title change and add accreditation by the Association of Technology, Management, and Applied Engineering (ATMAE)
- Program as Changed:  
C1, Industrial Maintenance Technology, CIP 470399 (title change and add accreditation)
- 6) Current Program:  
C2, Graphic Design, CIP 100301
- Proposed Change:  
Inactivate program
- Program as Changed:  
C2, Graphic Design, CIP 100301 (inactivate program)
- 7) Current Program:  
C1, Graphic Design, CIP 100301
- Proposed Change:  
Inactivate program
- Program as Changed:  
C1, Graphic Design, CIP 100301 (inactivate program)
- 8) Current Program:  
C0, Energy Management & Auditing, CIP 470201 (located at Four Rivers Career Center, Washington, MO)
- Proposed Change:  
Inactivate program
- Program as Changed:  
C0, Energy Management & Auditing, CIP 470201 (located at Four Rivers Career Center, Washington, MO) (inactivate program)
- 9) Current Program:  
AAS, Early Childhood Development, CIP 190708
- Proposed Change:  
Addition of certificate program developed from approved existing parent degree
- Program as Changed:

AAS, Early Childhood Development, CIP 190708  
C1, Child Development, CIP 190708 (add certificate for delivery at main campus and Rolla)

10) Current Program:  
C1, Business Management, CIP 520101

Proposed Change:  
Title and CIP code change

Program as Changed:  
C1, Business, CIP 521801 (title and CIP code change)

11) Current Program:  
AAS, Business, CIP 521801  
Business Management  
Industrial Management  
Marketing

Proposed Change:  
Delete options

Program as Changed:  
AAS, Business, CIP 521801  
Business Management  
Industrial Management (delete option)  
Marketing (delete option)

12) Current Program:  
AAS, Accounting, CIP 520302

Proposed Change:  
Addition of certificate program developed from approved existing parent degree

Program as Changed:  
AAS, Accounting, CIP 520302  
C1, Accounting, 520302 (add certificate)

### **Metropolitan Community College**

1) Current Program:  
AAS, Computer Science & Information Systems, CIP 110202

Proposed Change:  
Addition of certificate program developed from approved existing parent degree

Program as Changed:

AAS, Computer Science & Information Systems, CIP 110202  
C1, Cyber Security Professional, CIP 110202 (add certificate)

- 2) Current Program:  
AAS, Industrial Technology, CIP 150699  
Construction & Logistics Driver

Proposed Change:  
Title change

Program as Changed:  
AAS, Industrial Technology, CIP 150699  
Construction Driver & Logistics (title change)

- 3) Current Program:  
AAS, Web Technologies, CIP 110202  
AAS, Software Development, CIP 110202  
AAS, Systems Administration & Engineering, CIP 110202

Proposed Change:  
Title change and add options

Program as Changed:  
AAS, Computer Science & Information, CIP 110202 (title change)  
Web Technologies (add option)  
Software Development (add option)  
Systems Administration & Engineering (add option)  
AAS, Web Technologies, CIP 110202 (delete)  
AAS, Software Development, CIP 110202 (delete)  
AAS, Systems Administration & Engineering, CIP 110202 (delete)

- 4) Current Program:  
AAS, Computer Science & Information, CIP 110202  
Web Technologies  
Software Development  
Systems Administration & Engineering

Proposed Change:  
Add option

Program as Changed:  
AAS, Computer Science & Information, CIP 110202  
Cyber Security (add option)  
Web Technologies  
Software Development  
Systems Administration & Engineering

- 5) Current Program:  
ACS, Computer Science, CIP 110101  
Computer Information Systems  
Computer Science

Proposed Change:  
Delete option

Program as Changed:  
ACS, Computer Science, CIP 110101  
Computer Information Systems (delete option)  
Computer Science

- 6) Current Program:  
AAS, Veterinary Technology, CIP 510808

Proposed Change:  
Addition of certificate program developed from approved existing parent degree

Program as Changed:  
AAS, Veterinary Technology, CIP 510808  
C1, Veterinary Assistant, CIP 510808 (add certificate)  
C1, Veterinary Receptionist, CIP 510808 (add certificate)

- 7) Current Program:  
AAS, Computer Science & Information Systems, CIP 110202

Proposed Change:  
Addition of certificate program developed from approved existing parent degree

Program as Changed:  
AAS, Computer Science & Information Systems, CIP 110202  
C1, Cyber Security Professional, CIP 110202 (add certificate)

- 8) Current Program:  
AAS, Business, CIP 520201  
Accounting  
Logistics Management  
Management  
Office Management

Proposed Change:  
Delete option

Program as Changed:  
AAS, Business, CIP 520201

Accounting  
Logistics Management  
Management  
Office Management (delete option)

- 9) Current Program:  
C1, Graphic Media Technician, CIP 100305

Proposed Change:  
Inactivate program

Program as Changed:  
C1, Graphic Media Technician, CIP 100305 (inactivate program)

### **Mineral Area College**

- 1) Current Program:  
AAS, Business and Commerce General, CIP 520101

Proposed Change:  
Add option

Program as Changed:  
AAS, Business and Commerce General, CIP 520101  
Business Management Retail Pharmacy Technician (add option)

- 2) Current Program:  
AAS, Industrial Maintenance, CIP 470303

Proposed Change:  
Addition of certificate developed from approved existing parent degree

Program as Changed:  
AAS, Industrial Maintenance, CIP 470303  
C0, Mobile Hydraulic Mechanic, CIP 151103 (add certificate)

- 3) Current Program:  
AAS, Industrial Maintenance, CIP 470303

Proposed Change:  
Addition of certificate developed from approved existing parent degree

Program as Changed:  
AAS, Industrial Maintenance, CIP 470303  
C0, Industrial Hydraulic Mechanic, CIP 151103 (add certificate)

- 4) Current Program:

AAS, Industrial Maintenance, CIP 470303

Proposed Change:

Addition of certificate developed from approved existing parent degree

Program as Changed:

AAS, Industrial Maintenance, CIP 470303

C0, Pneumatic Technician, CIP 151103 (add certificate)

5) Current Program:

AAS, Industrial Maintenance, CIP 470303

Proposed Change:

Addition of certificate developed from approved existing parent degree

Program as Changed:

AAS, Industrial Maintenance, CIP 470303

C0, Connector and Conductor Certificate, CIP 151103 (add certificate)

6) Current Program:

AAS, Industrial Maintenance, CIP 470303

Proposed Change:

Addition of certificate developed from approved existing parent degree

Program as Changed:

AAS, Industrial Maintenance, CIP 470303

C0, Logistics Technician, CIP 520203 (add certificate)

7) Current Program:

AAS, Industrial Maintenance, CIP 470303

Proposed Change:

Addition of certificate developed from approved existing parent degree

Program as Changed:

C0, Production Technician, CIP 150612 (add certificate)

### **Missouri State University-West Plains**

1) Current Program:

AAS, Technology, CIP 150699

Technology

Proposed Change:

Corrected program inventory to reflect option in Manufacturing instead of Technology.

Program as Changed:  
AAS, Technology, CIP 150699  
Manufacturing (corrected option)

**Missouri Western State University**

- 1) Current Program:  
BA, Modern Languages, CIP 160101  
Language and Culture  
Professional Applications  
Technical Communication

Proposed Change:  
Delete option

Program as Changed:  
BA, Modern Languages, CIP 160101  
Language and Culture  
Professional Applications  
Technical Communication (delete option)

**Northwest Missouri State University**

- 1) Current Program:  
MS, Applied Computer Science, CIP 110501

Proposed Change:  
CIP code change only

Program as Changed:  
MS, Applied Computer Science, CIP 110701 (change CIP)

**Saint Charles Community College**

- 1) Current Program:  
AAS, Education Paraprofessional, CIP 131501

Proposed Change:  
Addition of single-semester certificate program to existing parent degree

Program as Changed:  
AAS, Education Paraprofessional, CIP 131501  
C0, Autism Specialist, CIP 131501 (add certificate)

**Saint Louis Community College**

- 1) Current Program:  
AAS, Respiratory Therapy, CIP 510908

Proposed Change:

Title change only

Program as Changed:

AAS, Respiratory Care, CIP 510908 (title change)

2) Current Program:

AAS, Information Systems: Office Information Coordinator, CIP 110101

Proposed Change:

Title change and program revision

Program as Changed:

AAS, Office Information Systems, CIP 110101 (title change and program revision)

3) Current Program:

AAS, Automotive Technology, CIP 470604  
Ford Asset

Proposed Change:

Delete option

Program as Changed:

AAS, Automotive Technology, CIP 470604  
Ford Asset (deleted)

4) Current Program:

AAS, Quality Technology, CIP 150702

Proposed Change:

Delete program

Program as Changed:

AAS, Quality Technology, CIP 150702 (delete)

5) Current Program:

AAS, Information Systems: Software Developer, CIP 110901

Proposed Change:

Add certificate program developed from approved existing parent degree

Program as Changed:

AAS, Information Systems: Software Developer, CIP 110901  
C0, Cisco Networking Academy: CCNA, CIP 110901 (add certificate)

6) Current Program:

AAS, Architectural Technology, CIP 040901

Proposed Change:  
Delete program

Program as Changed:  
AAS, Architectural Technology, CIP 040901 (delete program)

### **Southeast Missouri State University**

- 1) Current Program:  
BS, Hospitality Management, CIP 120504

Proposed Change:  
CIP code change

Program as Changed:  
BS, Hospitality Management, CIP 520900 (CIP code change)

- 2) Current Program:  
BSFCSE, Family & Consumer Sciences Education, CIP 131308

Proposed Change:  
Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:  
BSFCSE, Family & Consumer Sciences Education, CIP 131308 (coursework revised)

- 3) Current Program:  
BSED, Engineering Technology Education, CIP 131309

Proposed Change:  
Title change and coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:  
BSED, Technology and Engineering Education, CIP 131309 (title change and coursework revised)

- 4) Current Program:  
BSED, Secondary Education/Physics, CIP 131316  
BSED, Secondary Education/Physics (Unified Science), CIP 131316

Proposed Change:  
Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:  
BSED, Secondary Education/Physics, CIP 131316 (coursework revised)

BSED, Secondary Education/Physics (Unified Science), CIP 131316 (coursework revised)

5) Current Program:

BSED, Secondary Education/Chemistry, CIP 131316

BSED, Secondary Education/Chemistry (Unified Science), CIP 131316

Proposed Change:

Delete program and coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Secondary Education/Chemistry, CIP 131316 (coursework revised)

BSED, Secondary Education/Chemistry (Unified Science), CIP 131316 (delete program)

6) Current Program:

BSED, Secondary Education/Biology, CIP 131316

BSED, Secondary Education/Biology (Unified Science), CIP 131316

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Secondary Education/Biology, CIP 131316 (coursework revised)

BSED, Secondary Education/Biology (Unified Science), CIP 131316 (coursework revised)

7) Current Program:

BSED, Secondary Education/Spanish, CIP 131306

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Secondary Education/Spanish, CP 131306 (coursework revised)

8) Current Program:

BSED, Secondary Education/Social Studies, CIP 131318

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Secondary Education/Social Studies, CIP 131318 (coursework revised)

9) Current Program:

BSED, Secondary Education/German, CIP 131306

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Secondary Education/German, CIP 131306 (coursework revised)

10) Current Program:

BSED, Secondary Education/French, CIP 131306

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Secondary Education/French, CIP 131306 (coursework revised)

11) Current Program:

BSED, Secondary Education/English, CIP 131305

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Secondary Education/English, CIP 131305 (coursework revised)

12) Current Program:

BSED, Physical Education K-12, CIP 131314

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Physical Education K-12, CIP 131314 (coursework revised)

13) Current Program:

BSED, Middle School Education, CIP 131203

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Middle School Education, CIP 131203 (coursework revised)

14) Current Program:

BSED, Elementary Education, CIP 131202

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Elementary Education, CIP 131202 (coursework revised)

15) Current Program:

BSED, Mathematics Education, 9-12, CIP 131311

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Mathematics Education, 9-12, CIP 131311 (coursework revised)

16) Current Program:

BSED, Exceptional Child Education, CIP 131001

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Exceptional Child Education, CIP 131001 (coursework revised)

17) Current Program:

BSED, Early Childhood Education, CIP 131210

Proposed Change:

Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:

BSED, Early Childhood Education, CIP 131210 (coursework revised)

18) Current Program:

BSED, Business Education, CIP 131303

Proposed Change:

Delete program

Program as Changed:

BSED, Business Education, CIP 131303 (delete program)

19) Current Program:

BSED, Art Education, CIP 131302

Proposed Change:  
Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:  
BSED, Art Education, CIP 131302 (coursework revised)

20) Current Program:  
BSED, Agricultural Education, CIP 131301

Proposed Change:  
Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:  
BSED, Agricultural Education, CIP 131301 (coursework revised)

21) Current Program:  
BME, Music Education, CIP 131312  
Instrumental  
Vocal

Proposed Change:  
Coursework revision to meet the new MO Standards for Professional Educators (MoSPE)

Program as Changed:  
BME, Music Education, CIP 131312 (coursework revised)  
Instrumental  
Vocal

22) Current Program:  
BS, Technology Management, CIP 150612  
Computer and Multimedia Graphics  
BS, Commercial Photography, CIP 150000

Proposed Change:  
Combination program created out of closely allied existing programs and add options;  
delete program; delete option

Program as Changed:  
BS, Technology Management, CIP 150612  
Computer and Multimedia Graphics (delete this option only)  
BS, Commercial Photography, CIP 150000 (delete program)  
BS, Commercial Multimedia, CIP 150000 (combination program created)  
Commercial Photography (add option)  
Commercial Multimedia Graphics (add option)

## **University of Central Missouri**

- 1) Current Program:  
n/a

Proposed Change:

Addition of free-standing single-semester certificate program

Program as Changed:

C1, Central Missouri Police Academy, CIP 430107 (add certificate)

- 2) Current Program:  
BA, Modern Language, CIP 160101  
Language and Culture  
Professional Applications Area

Program as Changed:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

BA, Modern Language, CIP 160101

Language and Culture

Professional Applications Area

C1, Spanish for Healthcare Professionals, CIP 160101 (add certificate)

- 3) Current Program:  
MS, Mathematics, CIP 270101  
Applied Mathematics  
Mathematics

Proposed Change:

Title change

Program as Changed:

MS, Mathematics, CIP 270101

Actuarial Science and Statistics (title change)

Mathematics

## **University of Missouri-Columbia**

- 1) Current Program:  
n/a

Proposed Change:

Addition of free-standing single-semester certificate program

Program as Changed:

GRCT, Education Improvement, CIP 130401 (add certificate)

- 2) Current Program:  
n/a

Proposed Change:  
Addition of free-standing single-semester certificate program

Program as Changed:  
GRCT, College Teaching, CIP 130101 (add certificate)

- 3) Current Program:  
GRCT, Higher & Continuing Education Administration, CIP 130406  
Proposed Change:  
Title change

Program as Changed:  
GRCT, Higher Education Administration, CIP 130406 (title change)

- 4) Current Program:  
BSHES, Nutritional Sciences, CIP 190501  
Medical Dietetics  
Nutrition and Fitness  
Nutritional Sciences

Proposed Change:  
Title change

Program as Changed:  
BSHES, Nutritional Sciences, CIP 190501  
Nutrition and Foods (title change)  
Nutrition and Fitness  
Nutritional Sciences

- 5) Current Program:  
BA, History, CIP 540101

Proposed Change:  
Add option

Program as Changed:  
BA, History, CIP 540101  
Public History (add option)

- 6) Current Program:  
MS, Agricultural Education, CIP 131301

Proposed Change:  
Title change

Program as Changed:  
MS, Agricultural Leadership, Communication & Education, CIP 131301 (title change)

**University of Missouri-Kansas City**

- 1) Current Program:  
EDSP, Counseling and Guidance  
General  
Mental Health Counseling  
School Counseling  
Substance Abuse Counseling

Proposed Change:  
Inactivate option

Program as Changed:  
EDSP, Counseling and Guidance  
General  
Mental Health Counseling  
School Counseling  
Substance Abuse Counseling (inactivate option)

- 2) Current Program:  
JD, Law, CIP 220101  
Business and Entrepreneurial Law  
Child and Family Law  
Intellectual Property Law  
International, Comparative & Foreign Law  
Urban, Land Use & Environmental Law  
Litigation

Proposed Change:  
Title change

Program as Changed:  
JD, Law, CIP 220101  
Business and Entrepreneurial Law  
Child and Family Law  
Intellectual Property Law  
International, Comparative & Foreign Law  
Urban, Land Use & Environmental Law  
Advocacy (title change)

- 3) Current Program:

MS, Global Entrepreneurship and Innovation, CIP 520799

Proposed Change:  
Inactivate program

Program as Changed:  
MS, Global Entrepreneurship and Innovation, CIP 520799 (inactivate program)

4) Current Program:  
BA, Economics, CIP 450601

Proposed Change:  
Add options

Program as Changed:  
BA, Economics, CIP 450601  
    Money and Finance (add option)  
    Political Economy (add option)  
    Urban Economic Development (add option)

5) Current Program:  
n/a

Proposed Change:  
Addition of free-standing single-semester certificate program

Program as Changed:  
GRCT, Historic Preservation, CIP 301201 (add certificate)

6) Current Program:  
MS, Computer Science, CIP 110701  
    Bioinformatics  
    Networking & Telecommunications  
    Software Engineering & Systems

Proposed Change:  
Add options

Program as Changed:  
MS, Computer Science, CIP 110701  
    Bioinformatics  
    Data Science (add option)  
    Networking & Telecommunications  
    Software Engineering & Systems

7) Current Program:

EDSP, Educational Administration, CIP 130401  
General  
Elementary School Administration  
Secondary School Administration

Proposed Change:  
Add options

Program as Changed:  
EDSP, Educational Administration, CIP 130401  
General  
Elementary School Administration  
Secondary School Administration  
Advanced Building Level Administration (add option)  
District Level Administration (add option)

8) Current Program:  
EDD, Doctor of Education, CIP 130101

Proposed Change:  
Add options

Program as Changed:  
EDD, Doctor of Education, CIP 130101  
PK-12 Administration (add option)  
Higher Education Administration (add option)

**University of Missouri-St. Louis**

1) Current Program:  
GRCT, Business Intelligence, CIP 520299

Proposed Change:  
CIP code change

Program as Changed:  
GRCT, Business Intelligence, CIP 301601 (CIP code change)

2) Current Program:  
MSED, Special Education, CIP 131001

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:  
MSED, Special Education, CIP 131001  
GRCT, Applied Behavior Analysis, CIP 131001 (add certificate)

- 3) Current Program:  
MSED, Elementary Education, CIP 131202

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:  
MSED, Elementary Education, CIP 131202  
GRCT, Elementary School Teaching, CIP 131202 (add certificate)

- 4) Current Program:  
MSED, Elementary Education, CIP 131202

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:  
MSED, Elementary Education, CIP 131202  
GRCT, Elementary and Special Education Teaching, CIP 131202 (add certificate)

- 5) Current Program:  
MSED, Elementary Education, CIP 131202

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:  
MSED, Elementary Education, CIP 131202  
GRCT, Early Childhood Teaching, CIP 131202 (add certificate)

- 6) Current Program:  
MS, Computer Science, CIP 110701  
MS, Information Systems, CIP 521201

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:  
MS, Computer Science, CIP 110701  
MS, Information Systems, CIP 521201  
GRCT, Cybersecurity, CIP 111003 (add certificate)

- 7) Current Program:  
MEd, Education, CIP 131202

Proposed Change:

Addition of certificate program developed from existing parent degree

Program as Changed:

MEd, Education, CIP 131202

GRCT, Social Justice in Education, CIP 130202 (add certificate)

8) Current Program:

MEd, Secondary Education, CIP 131205

Curriculum & Instruction

General

Middle Level Education

Reading

Teaching English to Speakers of Other Languages

Proposed Change:

Add options

Program as Changed:

MEd, Secondary Education, CIP 131205

Curriculum & Instruction

General

Middle Level Education

Reading

Teaching English to Speakers of Other Languages

Teacher Education (add option)

9) Current Program:

MEd, Elementary Education, CIP 131202

Early Childhood Education

General

Reading

Proposed Change:

Add options

Program as Changed:

MEd, Elementary Education, CIP 131202

Early Childhood Education

General

Reading

Early Childhood Teacher Certification (add option)

Elementary and Special Education Teacher Certification (add option)

Elementary Teacher Certification (add option)

10) Current Program:

PhD, Applied Mathematics, CIP 270301

Computer Science  
Mathematics  
Proposed Change:  
Title change and add option

PhD, Mathematical and Computational Sciences, CIP 270301 (title change)  
Computer Science  
Mathematics  
Statistics (add option)

11) Current Program:  
BM, Music, CIP 500901  
Elective Studies in Business  
Music Education  
Performance  
Theory and Composition

Proposed Change:  
Add and delete options

Program as Changed:  
BM, music, CIP 500901  
Elective Studies in Business  
Music Education  
Performance  
Theory and Composition (delete option)  
Music Theory (add option)  
Music Composition (add option)

12) Current Program:  
BA, Theatre and Dance, CIP 500501

Proposed Change:  
Title change

Program as Changed:  
BA, Theatre Arts, CIP 500501 (title change)

13) Current Program:  
MS, Computer Science, CIP 110701  
MS, Information Systems, CIP 521201

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:

MS, Computer Science, CIP 110701  
MS, Information Systems, CIP 521201  
C1, Cybersecurity, CIP 111003 (add certificate)

14) Current Program:  
BS, Computer Science, CIP 110701

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:  
BS, Computer Science, CIP 110701  
C1, Internet and Web, CIP 110801 (add certificate)

15) Current Program:  
BS, Computer Science, CIP 110701

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:  
BS, Computer Science, CIP 110701  
C1, Mobile and Ubiquitous Computing, CIP 151204 (add certificate)

16) Current Program:  
BS, Media Studies, CIP 090102

Proposed Change:  
Addition of certificate program developed from existing parent degree

Program as Changed:  
BS, Media Studies, CIP 090102  
C1, Media Production, CIP 090102 (add certificate)

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

#### **Assemblies of God Theological Seminary at Evangel University**

- 1) Current Program:
  - MDiv, Divinity, CIP 390602
    - Biblical Languages
    - Historical Studies
    - Missions
    - Pastoral Counseling
    - Pastoral Ministry

Proposed Change:  
Add and delete options

Program as Changed:

MDiv, Divinity, CIP 390602

Biblical Languages (delete option)  
Biblical Languages and Exegesis (add option)  
Expository Preaching (add option)  
Evangelism (add option)  
Historical Studies (delete option)  
Intercultural Studies (add option)  
Islamic Studies (add option)  
Leadership (add option)  
Military and Institutional Chaplaincy (add option)  
Missions (delete option)  
New Testament (add option)  
Old Testament (add option)  
Pastoral Care (add option)  
Pastoral Counseling (delete option)  
Pastoral Ministry (delete option)  
Pentecostal and Charismatic Studies (add option)  
Theology (add option)

2) Current Program:  
MA, Missiology, CIP 390301

Proposed Change:  
Delete program

Program as Changed:  
MA, Missiology, CIP 390301 (delete program)

3) Current Program:  
MA, Counseling, CIP 390701

Proposed Change:  
Delete program

Program as Changed:  
MA, Counseling, CIP 390701 (delete program)

### **Central Methodist University**

1) Current Program:  
BA, BS, Accounting, CIP 520301 (for delivery at all locations)

Proposed Change:

Title change

Program as Changed:

BAcc, Accounting, CIP 520301 (for delivery at all locations) (title change)

2) Current Program:

BS, Athletic Training, CIP 510913

Proposed Change:

Title change and add program accreditation by the Commission on Accreditation of Athletic Training Education (CAATE)

Program as Changed:

BSAT, Athletic Training, CIP 510913 (title change and accreditation added)

3) Current Program:

BA, BS, Broadcasting, CIP 090402

Proposed Change:

Delete program

Program as Changed:

BA, BS, Broadcasting, CIP 090402 (delete program)

4) Current Program:

BA, BS, Communication, CIP 090901

Proposed Change:

Delete program

Program as Changed:

BA, BS, Communication, CIP 090901 (delete program)

5) Current Program:

BA, BS, Communication & Theatre Arts, CIP 131399

Proposed Change:

Title change

Program as Changed:

BA, BS, Communication Studies, CIP 131399 (title change)

6) Current Program:

AA, English Literature, CIP 230101

Proposed Change:

Title change

Program as Changed:  
AA, English, CIP 230101 (title change)

- 7) Current Program:  
BA, History, CIP 540101

Proposed Change:  
Title change

Program as Changed:  
BA, BS, History, CIP 540101 (title change)

- 8) Current Program:  
BA, BS, Middle School-Language Arts, CIP 131203

Proposed Change:  
Delete programs

Program as Changed:  
BA, BS, Middle School-Language Arts, CIP 131203 (delete program)

- 9) Current Program:  
BA, BS, Middle School-Mathematics, CIP 131203

Proposed Change:  
Delete programs

Program as Changed:  
BA, BS, Middle School-Mathematics, CIP 131203 (delete program)

- 10) Current Program:  
BA, BS, Middle School-Science, CIP 131203

Proposed Change:  
Delete programs

Program as Changed:  
BA, BS, Middle School-Science, CIP 131203 (delete program)

- 11) Current Program:  
BA, BS, Middle School-Social Science, CIP 131203

Proposed Change:  
Delete programs

Program as Changed:  
BA, BS, Middle School-Social Science, CIP 131203 (delete program)

12) Current Program:  
BA, Public Administration, CIP 449999

Proposed Change:  
Delete program

Program as Changed:  
BA, Public Administration, CIP 449999 (delete program)

13) Current Program:  
AA, Public Service, CIP 449999

Proposed Change:  
Delete program

Program as Changed:  
AA, Public Service, CIP 449999 (delete program)

14) Current Program:  
BS, Recreational Administration, CIP 310301

Proposed Change:  
Title change

Program as Changed:  
BS, Sports Management, CIP 310301 (title change)

15) Current Program:  
BA, Religion, CIP 380201

Proposed Change:  
Title change

Program as Changed:  
BA, BS, Religion, CIP 380201 (title change)

16) Current Program:  
BA, Science Education, CIP 131316

Proposed Change:  
Delete program

Program as Changed:

BA, Science Education, CIP 131316 (delete program)

17) Current Program:

BA, Social Science Education, CIP 131317

Proposed Change:

Delete program

Program as Changed:

BA, Social Science Education, CIP 131317 (delete program)

18) Current Program:

BA, Spanish, CIP 160905

Proposed Change:

Delete program

Program as Changed:

BA, Spanish, CIP 160905 (delete program)

19) Current Program:

BA, BS, BSE, Unified Science-Biology, CIP 131322

Proposed Change:

Delete program

Program as Changed:

BA, BS, BSE, Unified Science-Biology, CIP 131322 (delete program)

20) Current Program:

BA, BS, BSE, Unified Science-Chemistry, CIP 131323

Proposed Change:

Delete program

Program as Changed:

BA, BS, BSE, Unified Science-Chemistry, CIP 131323 (delete program)

21) Current Program:

BA, BS, BSE, Unified Science-Physics, CIP 131329

Proposed Change:

Delete program

Program as Changed:

BA, BS, BSE, Unified Science-Physics, CIP 131329 (delete program)

22) Current Program:  
BS, Strength and Conditioning, CIP 310507

Proposed Change:  
Title change

Program as Changed:  
BS, Exercise Science, CIP 310507 (title change)

### **Columbia College**

1) Current Program:  
AA, Associate in Arts, CIP 240102

Proposed Change:  
CIP code change

Program as Changed:  
AA, Associate in Arts, CIP 240101 (for all locations) (CIP code change)

2) Current Program:  
BA, American Studies, CIP 050102 (Rolla location)

Proposed Change:  
Delete program

Program as Changed:  
BA, American Studies, CIP 050102 (Rolla location) (delete program)

3) Current Program:  
AS, Computer Information Systems, CIP 11.0101 (Rolla location)

Proposed Change:  
Delete program

Program as Changed:  
AS, Computer Information Systems, CIP 11.0101 (Rolla location) (delete program)

4) Current Program:  
BA, Psychology, CIP 420101 (St. Louis location)

Proposed Change:  
Delete program

Program as Changed:  
BA, Psychology, CIP 420101 (St. Louis location) (delete program)

5) Current Program:

BSBA, Health Care Management, CIP 510701 (main campus)

Proposed Change:

Title change

Program as Changed:

BS, Business Administration, Healthcare Management (main campus) (title change)

6) Current Program:

BS, Computer Information Systems, CIP 110101 (Rolla location)

Proposed Change:

Delete program

Program as Changed:

BS, Computer Information Systems, CIP 110101 (Rolla location) (delete program)

7) Current Program:

BS, Computer Information Systems, CIP 110101 (Lake of the Ozarks location)

Proposed Change:

Delete program

Program as Changed:

BS, Computer Information Systems, CIP 110101 (Lake of the Ozarks location) (delete program)

8) Current Program:

BS, Management Information Systems, CIP 521201 (St. Louis location)

Proposed Change:

Delete program

Program as Changed:

BS, Management Information Systems, CIP 521201 (St. Louis location) (delete program)

9) Current Program:

BS, Management Information Systems, CIP 521201 (Rolla location)

Proposed Change:

Delete program

Program as Changed:

BS, Management Information Systems, CIP 521201 (Rolla location) (delete program)

10) Current Program:

MBA, Business Administration, CIP 520101 (St. Louis location)

Proposed Change:  
Delete program

Program as Changed:  
MBA, Business Administration, CIP 520101 (St. Louis location) (delete program)

**Evangel University**

- 1) Current Program:  
BFA, Art, CIP 500799

Proposed Change:  
Title change

Program as Changed:  
BFA, BA, BS, Art, CIP 500799 (title change)

- 2) Current Program:  
BA, Art Education, CIP 131302

Proposed Change:  
Title change

Program as Changed:  
BA, BS, Art Education, CIP 131302 (title change)

- 3) Current Program:  
BA, Biblical Studies, CIP 390201

Proposed Change:  
Title change

Program as Changed:  
BA, BS, AA, Biblical Studies, CIP 390201 (title change)

- 4) Current Program:  
BS, Biology, CIP 260101

Proposed Change:  
Title change

Program as Changed:  
BA, BS, Biology, CIP 260101 (title change)

- 5) Current Program:

BS, Chemistry, CIP 400501

Proposed Change:

Title change

Program as Changed:

BA, BS, Chemistry, CIP 400501 (title change)

6) Current Program:

BA, Communication, CIP 090101

Proposed Change:

Title change and add options

Program as Changed:

BA,BS, AA, Communication, CIP 090101 (title change)

Broadcasting (add option)

Journalism (add option)

Professional Communication (add option)

7) Current Program:

BS, Computer Science, CIP 110101

Proposed Change:

Title change

Program as Changed:

BA, BS, Computer Science, CIP 110101 (title change)

8) Current Program:

BS, Criminal Justice Studies, CIP 430104

Proposed Change:

BA, BS, Criminal Justice, CIP 430104 (title change)

9) Current Program:

BA, Early Childhood Education, CIP 131210

Proposed Change:

BA, BS, Early Childhood Education, CIP 131210 (title change)

10) Current Program:

BA, Elementary Education, CIP 131202

Proposed Change:

Title change

Proposed Change:  
BA, BS, Elementary Education, CIP 131202 (title change)

11) Current Program:  
BA, English, CIP 230101

Proposed Change:  
Title change

Program as Changed:  
BA, BS, English, CIP 230101 (title change)

12) Current Program:  
BA, English Education, CIP 131305

Proposed Change:  
Title change

Program as Changed:  
BA, BS, English Education, CIP 131305 (title change)

13) Current Program:  
BS, Government, CIP 451001

Proposed Change:  
Title change

Program as Changed:  
BA, BS, Government, CIP 451001

14) Current Program:  
MED, Education, CIP 130101  
Elementary Education  
Middle School Education  
Reading

Proposed Change:  
Title change

Program as Changed:  
MED, Education, CIP 130101  
Elementary Education  
Middle School Education  
Literacy (title change)

15) Current Program:

BBA, Management, CIP 520201

Proposed Change:  
Title change and add option

BBA, BS, Management, CIP 520201 (title change)  
Management Online (add option)

16) Current Program:  
BS, Mathematics, CIP 270101

Proposed Change:  
Title change

Program as Changed:  
BA, BS, Mathematics, CIP 270101 (title change)

17) Current Program:  
BS, Medical Technology, CIP 511005

Proposed Program:  
Title change

Program as Changed:  
BA, BS, Medical Technology, CIP 511005 (title change)

18) Current Program:  
MS, Organizational Leadership, CIP 521301

Proposed Change:  
Title change

Program as Changed:  
MOL, Organizational Leadership, CIP 521301 (title change)

19) Current Program:  
BS, Physical Education, CIP 131314

Proposed Change:  
BA, BS, Physical Education, CIP 131314 (title change)

20) Current Program:  
BS, Physical Education Ed, CIP 360108

Proposed Change:  
BA, BS, Physical Education Ed, CIP 360108 (title change)

21) Current Program:  
BS, Pre-Medicine, CIP 511102

Proposed Change:  
BA, BS, Pre-Medicine, CIP 511102 (title change)

22) Current Program:  
BS, Public Administration, CIP 440401

Proposed Change:  
BA, BS, Public Administration, CP 440401 (title change)

23) Current Program:  
BS, Social Science, CIP 450101

Proposed Change:  
BA, BS, Social Science, CIP 450101 (title change)

24) Current Program:  
BS, Social Work, CIP 440701

Proposed Change:  
Title change

Program as Changed:  
BSW, Social Work, CIP 440701 (title change)

25) Current Program:  
BA, Spanish, CIP 160905

Proposed Change:  
Title change

Program as Changed:  
BA, BS, Spanish, CIP 160905 (title change)

### **Hannibal-LaGrange University**

1) Current Program:  
BS, Administration of Justice, CIP 430103

Proposed Change:  
Title change

Program as Changed:  
BS, Criminal Justice, CIP 430103 (title change)

- 2) Current Program:  
BA, Human Services, CIP 511504  
BS, Human Services, CIP 511504

Proposed Change:  
Title and CIP code change

Program as Changed:  
BA, Social Work, CIP 440701 (title change)  
BS, Social Work, CIP 440701 (title change)

- 3) Current Program:  
BA, BCM, Church Music, CIP 390501

Proposed Change:  
Title change

Program as Changed:  
BA, BCM, Worship Arts, CIP 390501 (title change)

- 4) Current Program:  
BA, BS, Communication Arts, CIP 099999

Proposed Change:  
Title change

Program as Changed:  
BA, BS, Media Communication, CIP 099999 (title change)

- 5) Current Program:  
BS, Computer Data Processing/Information System, CIP 110101

Proposed Change:  
Title change

Program as Changed:  
BS, Computer Information Systems, CIP 110101 (title change)

- 6) Current Program:  
BA, Vocal Performance, CIP 500903

Proposed Change:  
Delete program

Program as Changed:  
BA, Vocal Performance, CIP 500903 (delete program)

7) Current Program:  
BA, Piano Performance, CIP 500903

Proposed Change:  
Delete program

Program as Changed:  
BA, Piano Performance, CIP 500903 (delete program)

8) Current Program:  
BS, Organizational Management, CIP 521003

Proposed Change:  
Add options

Program as Changed:  
BS, Organizational Management, CIP 521003  
Management (add option)  
Leadership (add option)

### **Lindenwood University**

1) Current Program:  
MA, Arts Management Entertainment Production, CIP 501004

Proposed Change:  
Delete program

Program as Changed:  
MA, Arts Management Entertainment Production, CIP 501004 (delete program)

2) Current Program:  
BFA, Theatre Directing, CIP 500507

Proposed Change:  
Delete program

Program as Changed:  
BFA, Theatre Directing, CIP 500507 (delete program)

3) Current Program:  
MA, Studio Art, CIP 500702

Proposed Change:  
Delete program

Program as Changed:  
MA, Studio Art, CIP 500702 (delete program)

- 4) Current Program:  
BA, Medical Technology, CIP 511005

Proposed Change:  
Delete program

Program as Changed:  
BA, Medical Technology, CIP 511005 (delete program)

- 5) Current Program:  
MFA, Theatre, CIP 500501  
Acting  
Directing  
Technical Theater/Design

Proposed Change:  
Delete option

Program as Changed:  
MFA, Theatre, CIP 500501  
Acting (delete option)  
Directing  
Technical Theater/Design

- 6) Current Program:  
BA, Performing Arts, CIP 500101

Proposed Change:  
Delete program

Program as Changed:  
BA, Performing Arts, CIP 500101 (delete program)

### **Logan University**

- 1) Current Program:  
BS, Human Biology, CIP 269999

Proposed Change:  
CIP code change

Program as Changed:  
BS, Human Biology, CIP 260101

2) Current Program:  
BS, Life Science, CIP 260101

Proposed Change:  
CIP code change

Program as Changed:  
BS, Life Science, CIP 301801

### **Stephens College**

1) Current Program:  
MBA, Business Administration-Management, CIP 520201

Proposed Change:  
Title and CIP code change

Program as Changed:  
MSL, Strategic Leadership, CIP 520213

2) Current Program:  
BS, Integrated Media, CIP 090702

Proposed Change:  
Delete program

Program as Changed:  
BS, Integrated Media, CIP 090702 (delete program)

3) Current Program:  
BS, Equestrian Studies: Business Management, CIP 010507

Proposed Change:  
Title change

Program as Changed:  
BS, Equestrian Studies, CIP 010507 (title change)

4) Current Program:  
BS, Entrepreneurship & Business Administration, CIP 520201

Proposed Change:  
Delete program

Program as Changed:  
BS, Entrepreneurship & Business Administration, CIP 520201 (delete program)

5) Current Program:  
BFA, Creative Writing, CIP 231302

Proposed Change:  
Add option

Program as Changed:  
BFA, Creative Writing, CIP 231302  
Screenwriting (add option)

6) Current Program:  
BS, Biology, CIP 260101

Proposed Change:  
Add options

Program as Changed:  
BS, Biology, CIP 260101  
Biology-Health Science (add option)  
Biology-Lab Science (add option)

7) Current Program:  
BS, Accounting, CIP 520301

Proposed Change:  
Delete program

Program as Changed:  
BS, Accounting, CIP 520301 (delete program)

8) Current Program:  
BFA, Theatre Arts, CIP 500506

Proposed Change:  
Add options

Program as Changed:  
BFA, Theatre Arts, CIP 500506  
Theatre Arts-Acting (add option)  
Theatre Arts-Technical (add option)  
Theatre Arts-Musical THA (add option)

### **New Programs Recommended for Provisional Approval (Public Institutions)**

#### **Missouri Southern State University**

1) BA, BS, Geography, CIP 450701 (for delivery at main campus)

### **Missouri State University**

- 1) BS, Communication, CIP 090101 (for delivery at OTC-Table Rock, 10698 Highway 165, Hollister, MO 65672)
- 2) BS, Professional Writing, CIP 231303 (for delivery at OTC-Table Rock, 10698 Highway 165, Hollister, MO 65672)
- 3) BS, Criminology, CIP 450401 (for delivery at OTC-Waynesville Center, 600 GW Lane, Waynesville, MO 65583)
- 4) Master of Science in Child Life Studies, Child Life Studies, CIP 512209 (for delivery at main campus)

### **Northwest Missouri State University**

- 1) BA, BS, Mathematics (non-comprehensive, minor required), CIP 270101 (for delivery at main campus)
- 2) BS, Data Sciences, CIP 279999 (for delivery at main campus)
  - Computer Science
  - Business
  - Molecular Biology
  - GIS

### **Saint Charles Community College**

- 1) AAS, General Technology, CIP 150612 (for delivery at Pike/Lincoln Technical Center, 430 Votek Rd, Eolia, MO 63344)
  - Welding
    - C1, Entry-Level Welding, CIP 150612
    - C0, Basic Welding, CIP 150612
    - C0, Advanced Welding, CIP 150612

### **Southeast Missouri State University**

- 1) BS, Public Health, CIP 510000 (for delivery at main campus)
  - Biology
  - Information
  - Health Policy and Management
  - Nutrition
  - Social/Behavioral
- 2) MA, Applied Behavior Analysis, CIP 422814 (for delivery at main and online)
- 3) MAT, Exceptional Child, CIP 131000 (for delivery at main and online)

### **University of Missouri-St. Louis**

- 1) BS, Psychology, CIP 420101 (for delivery at main)

### **New Residence Sites Recommended for Provisional Approval**

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

### **New Programs Received and Reviewed (Independent Colleges and Universities)**

### **Assemblies of God Theological Seminary at Evangel University**

- 1) C1, AG Ministerial Credentialing, CIP 390201 (for delivery: main)
- 2) C1, Biblical Foundations, CIP 390601 (for delivery: main)
- 3) C1, Evangelism, CIP 390601 (for delivery: main)
- 4) C1, Expository Preaching, CIP 390602 (for delivery: main)
- 5) C1, Islamic Studies, CIP 380205 (for delivery: main)
- 6) C1, Leadership, CIP 390602 (for delivery: main)
- 7) C1, Leading Multi-and Cross-Cultural Ministries, CIP 390301 (for delivery: main)
- 8) C1, New Testament, CIP 390201 (for delivery: main)
- 9) C1, Old Testament, CIP 390201 (for delivery: main)
- 10) C1, Pentecostal and Charismatic Studies, CIP 390201 (for delivery: main)
- 11) C1, Theology, CIP 390201 (for delivery: main)
- 12) MA, Christian Ministries, CIP 399999 (for delivery: main)
- 13) MA/PhD, Intercultural Studies, CIP 390301 (for delivery: main)
- 14) Master of Pastoral Leadership, Pastoral Leadership, CIP 390602 (for delivery: main)
- 15) THM, Master of Theology, CIP 390601 (for delivery: main)
- 16) DAIS, Doctor of Applied Intercultural Studies, CIP 390301 (for delivery: main)
- 17) DMin, Doctor of Ministry, CIP 390602 (for delivery: main)
- 18) PhD, Biblical Interpretation and Theology, CIP 390601 (for delivery: main)

### **Central Methodist University**

- 1) AA, Early Childhood Education, CIP 131210 (for delivery all locations)
- 2) AA, Elementary Education, CIP 131202 (for delivery all locations)
- 3) AS, Allied Health, CIP 510899 (for delivery: main)
- 4) AS/BS, Child Development, CIP 190708 (for delivery: main, St. Louis, Trenton, Sedalia, Poplar Bluff, Macon, Union, Park Hills, Lake of the Ozarks, Waynesville, Clinton, Columbia)
- 5) BA/BS, Marine Biology, CIP 261302 (for delivery: main)
- 6) BA/BS, Religion & Church Leadership, CIP 390201 (for delivery: main)
- 7) BAS, Computer Networking, CIP 110901 (for delivery: Park Hills, Linn)
- 8) BAS, Management, CIP 521301 (for delivery: main, St. Louis, Sedalia, Poplar Bluff, Macon, Union, Park Hills, Lake of the Ozarks, Clinton)
- 9) BS, Applied Behavior Analysis, CIP 422814 (for delivery: main and online)
- 10) BSE, Special Education, CIP 131001 (for delivery: main, Park Hills, Union, Waynesville, Sedalia, Clinton, Lake of the Ozarks, Poplar Bluff)
- 11) BSHS, Health Sciences, CIP 511199 (for delivery: Neosho, Trenton)
- 12) MSN, Adult Nurse Educator, CIP 513817 (for delivery: online)
- 13) MSN, Clinical Nurse Leader, CIP 513820 (for delivery: online)

### **Columbia College**

- 1) BA, Business Administration with major in Healthcare Management, CIP 510701 (for delivery at Kansas City)
- 2) BS, Business Administration with major in Healthcare Management, CIP 510701 (for delivery at Kansas City)

- 3) BSN, Nursing, CIP 513801 (for delivery at main)
- 4) MBA, Accounting, CIP 520101 (for delivery at Rolla and Kansas City locations)
- 5) MBA, Human Resource Management, CIP 520101 (for delivery at Rolla and Kansas City locations)

### **Evangel University**

- 1) AA, Business Administration, CIP 520201 (for delivery: main)
- 2) AA, Business Communication, CIP 520501 (for delivery: main)
- 3) AA, Childcare and Development, CIP 190709 (for delivery: main)
- 4) AA, Electronic Media, CIP 090702 (for delivery: main)
- 5) AA, General Education, CIP 130101 (for delivery: main)
- 6) AA, Journalism, CIP 090401 (for delivery: main)
- 7) AA, Leadership, CIP 520213 (for delivery: main)
- 8) AA, Photography and Film, CIP 090404 (for delivery: main)
- 9) AA, Pre-Nursing, CIP 511105 (for delivery: main)
- 10) AA, Social Sciences, CIP 459999 (for delivery: main)
- 11) AA/BS, Human Services, CIP 440000 (for delivery: main)
- 12) AA/BA/BS, Intercultural Studies, CIP 390301 (for delivery: main)
- 13) AA/BA/BS, Pre-Engineering, CIP 140102 (for delivery: main)
- 14) BA/BS, Advertising and Public Relations, CIP 090900 (for delivery: main)
- 15) BA/BS, Applied Mathematics, CIP 270301 (for delivery: main)
- 16) BA/BS, Athletic Training, CIP 590913 (for delivery: main)
- 17) BA/BS, Biblical Languages, CIP 380201 (for delivery: main)
- 18) BA/BS, Biological Chemistry, CIP 260101 (for delivery: main)
- 19) BA/BS, Biology Education, CIP 131322 (for delivery: main)
- 20) BA/BS, Chemistry Education, CIP 131323 (for delivery: main)
- 21) BA/BS, Children's Ministries, CIP 390201 (for delivery: main)
- 22) BA/BS, Christian Ministries, CIP 390201 (for delivery: main)
- 23) BA/BS, Church Leadership, CIP 390201 (for delivery: main)
- 24) BA/BS, Church Ministries, CIP 390201 (for delivery: main and online)
- 25) BA/BS, Communication Arts and Media, CIP 090101 (for delivery: main)
- 26) BA/BS, Communication Arts Education, CIP 139999 (for delivery: main)
- 27) BA/BS, Computer Information Systems, CIP 110101 (for delivery: main)
- 28) BA/BS, Digital Arts, 090702 (for delivery: main)
- 29) BA/BS, Environmental Science, CIP 030104 (for delivery: main)
- 30) BA/BS, Exercise Science, CIP 310501 (for delivery: main)
- Pre-Physical Therapy
- 31) BA/BS, Film and Broadcasting, CIP 090702 (for delivery: main)
- 32) BA/BS, Global Leadership, CIP 459999 (for delivery: main)
- 33) BA/BS, Health Care Nursing, CIP 513899 (for delivery: main)
- 34) BA/BS, International Studies, CIP 459999 (for delivery: main)
- 35) BA/BS, Mathematics Education, CIP 131311 (for delivery: main)
- 36) BA/BS, Middle School Education, CIP 131018 (for delivery: main)

- 37) BA/BS, Multimedia Journalism, CIP 090402 (for delivery: main)
- 38) BA/BS, Music, CIP 500901 (for delivery: main)
- 39) BA/BS, Philosophy, CIP 380101 (for delivery: main)
- 40) BA/BS, Preaching, CIP 390201 (for delivery: main)
- 41) BA/BS, Recording Technology, CIP 100203 (for delivery: main)
- 42) BA/BS, Spanish Education, CIP 131330 (for delivery: main)
- 43) BA/BS, Sport Management, CIP 310504 (for delivery: main)
- 44) BA/BS, Theatre, CIP 500501 (for delivery: main)
- 45) BA/BS, Theatre/Music, CIP 500509 (for delivery: main)
- 46) BA/BS, Theatre/Music Education, CIP 131324 (for delivery: main)
- 47) BA/BS, Worship Leadership, CIP 390501 (for delivery: main)
- 48) BA/BS, Youth Ministries, CIP 390702 (for delivery: main)
- 49) BBA, Finance, CIP 520801 (for delivery: main)
- 50) BBA, Non-Profit Business and Social Enterprise, CIP 520206 (for delivery: main)
- 51) GRCT, School Psychological Examiner, CIP 131101 (for delivery: main)
- 52) ME, Curriculum and Instruction, CIP 130301 (for delivery: main)
- 53) MM, Music Education, CIP 131312 (for delivery: main)
- 54) MM, Music Performance, CIP 500903 (for delivery: main)
- 55) MS, Clinical Mental Health Counseling, CIP 420101 (for delivery: main)
- 56) MS, School Counseling, CIP 131101 (for delivery: main)

### **Hannibal-LaGrange University**

- 1) BAS, BS, Criminal Justice, CIP 430103 (for delivery at Three Rivers Community College, 2080 Three Rivers Boulevard, Poplar Bluff, MO 63901)
- 2) BAS, BS, Organizational Management, CIP 521003 (for delivery at Three Rivers Community College, 2080 Three Rivers Boulevard, Poplar Bluff, MO 63901)
- 3) BS, Social Work, CIP 440701 (for delivery at Three Rivers Community College, 2080 Three Rivers Boulevard, Poplar Bluff, MO 63901)

### **Lindenwood University**

- 1) MSN, Nursing-Executive Leadership, CIP 513802 (for delivery at the Center for Nursing and Allied Health Sciences, #1 Academy Place, Dardenne Prairie, MO 63368)  
Patient Safety and Quality Improvement  
Outcomes Management
- 2) MSN, Nursing-Nurse Educator, CIP 513817 (for delivery at the Center for Nursing and Allied Health Sciences, #1 Academy Place, Dardenne Prairie, MO 63368)

### **Logan University**

- 1) MS, Health Informatics, CIP 512706 (for delivery at main)

### **Maryville University**

- 1) BA, Forensic Psychology/Criminal Justice, CIP 422812 (for delivery main)

## **Stephens College**

- 1) BA, Apparel Studies, CIP 190901 (for delivery main)
- 2) BA, Theatre Arts, CIP 500599 (for delivery main)
- 3) BFA, Digital Filmmaking, CIP 500601 (for delivery main)
- 4) BFA, Fashion Communication, CIP 521902 (for delivery main)
- 5) BFA, Musical Theatre, CIP 500509 (for delivery main)
  - Dance
  - Music
- 6) BFA, Theatrical Costume Design, CIP 500510 (for delivery main)
- 7) BFA, Theatre Management, CIP 501004 (for delivery main)
- 8) BFA, Vocal Arts, CIP 500908 (for delivery main)
- 9) BHS, Health Science, CIP 510000 (for delivery main)
- 10) BS, Event & Convention Management, CIP 520907 (for delivery main)
- 11) BS, Human Development, CIP 190701 (for delivery main)
  - Psychology
  - Child Study
- 12) BS, Strategic Communication-Design, CIP 100301 (for delivery main)
- 13) BS, Strategic Communication-Integrated Marketing, CIP 521499 (for delivery main)
- 14) MFA, Television and Screenwriting, CIP 500504 (for delivery Los Angeles)

DRAFT

## AGENDA ITEM SUMMARY

### AGENDA ITEM

English Pilot Project Summary Report  
Coordinating Board for Higher Education  
September 3, 2015

### DESCRIPTION

Senate Bill 389 directed the Coordinating Board for Higher Education to establish competencies for entry into and exit from general education coursework, which were established through the work of the Curriculum Alignment initiative (CAI). The Committee on Curriculum and Assessment was established to ensure collaboration between all sectors of higher education involved in alignment and assessment issues. One of the charges for the CCA was to establish assessment methods to evaluate student proficiency in the exit-level competencies for specified general education courses developed as part of the CAI.

### Summary

To address the assessment issue, the CCA chose to pilot an assessment methodology for a single subject area through the development of a rubric to be used in a single subject. The CCA chose to first pilot the CAI exit-level competencies for the Freshman Composition sequence. In February 2012, a group of 15 English faculty members, representing five two-year public institutions, six four-year institutions, and four independent institutions began the work of developing the rubric to be used for the project.

MDHE staff worked with the EPP faculty members to construct an end-of-composition writing assessment that would provide meaningful information to improve writing faculty alignment across Missouri and maximize student and faculty learning while taking into consideration the diverse student populations in Missouri and the unique contexts within which faculty across the state of Missouri are teaching. The following guiding principles provided the framework for this project:

- Data will exist to support the professional development process and to enhance student learning and program evaluative purposes.
- Data must not exist to be used for punitive purposes or ranking of colleges and universities.
- Individual students, faculty, and institutional data must be protected in the collection and reporting of data.
- Writing is not stable and consistent across curriculums. Issues of writing transfer and the limitation of assigning numbers to a single writing moment should be considered in developing assessment processes.
- Institutions are committed to existing assessment projects and markers. Any additional assessment processes must support, supplement and/or enhance existing and successful assessment processes and decisions.

The EPP rubric was developed using the exit-level competencies for the Freshman English sequence and the National Writing Project<sup>1</sup> as a guide. The EPP faculty developed two rubrics—analytic and holistic. The analytic was created first and used in the initial scoring of the essays by the faculty team. The holistic rubric (created from the analytic rubric) was then used to score a second subset of essays to test whether the scores would be consistent across the two rubrics and to determine the ease of using the rubric to score large numbers of essays. The analytic rubric consisted of six criteria: content; structure/organization; style; conventions; sources and evidence; and perspective and documentation. There are four levels containing performance descriptors for each level ranging from 4 (Exceeds Expectations) to 1 (Unacceptable). The holistic rubric divided the criterion into four sections describing a “4” Paper, a “3” Paper, and so on.

Each institution participating in the pilot project was asked apply the analytic rubric to a number of qualified essays; submitted essays were to be 4-5 pages in length and source-supported. Institutions were asked to submit eight essays representing a distributed range across the rubric, resulting in two essays fitting into each of the four rubric categories. All essays were sent electronically to MDHE staff with identifying indicators of writer, instructor, and institution removed from the essays prior to submission to ensure anonymity in the assessment process. MDHE staff additionally de-identified submitted artifacts by removing all trace of submitting institution and/or internal reference to institution or geographic location.

Based on the data collected, MDHE and EPP faculty conclude that, despite the limited applicability of the results of the pilot to all Missouri institutions, overall student writing among these participating institutions approaches/meets expectations for their writing, based on the rubrics created, and there was a great deal of consistency among faculty scorers, regardless of sector.

A number of benefits were identified as a result of the pilot process:

- This methodology has strong value for the process involved and the potential for faculty development—bringing instructors from multiple institutions together in a discussion of trends and challenges we see in student writing, creating statewide conversations about pedagogy and its implications for student learning. These reflections are extremely valuable as a professional development opportunity.
- Anchor essays can be selected and distributed to each institution to be used for professional development, including, but limited to norming sessions for instructors and departments.
- Through this methodology, which mirrors writing teacher processes, students excel in becoming better writers, not merely composers of an isolated and unique piece of better writing. This helps to promote an increase in student retention, success, and post-college marketability.
- This methodology promotes a deeper understanding of how students learn to write and establishes a common language for writing instruction.

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<sup>1</sup> The National Writing Project is a network of sites anchored at colleges and universities and serving teachers across disciplines to provide professional development, develop best-practice resources, and generate research to improve teaching and writing. <http://www.nwp.org/cs/public/print/doc/about.csp>

- This methodology allows instructors and institutions to “do what they do best” by not mandating restrictive curriculum and not impeding teacher autonomy.
- This process allows for better decision-making in transfer equivalencies.
- The process was created by writing instructors who understand how assessment plays out daily in the classroom and allows faculty to continually learn from one another.

### **Recommendations and Conclusions**

MDHE and EPP offer the following recommendations and conclusions based upon this pilot study.

- 1. Consider assessment policies that support, supplement, and enhance existing institutional assessment processes and decisions.** As this group discovered, there is wide diversity in how writing programs across the state define and approach the composition sequence. This methodology allows for institutions to retain the continuity of their specific curriculum and course sequences
- 2. Consider using this methodology for defining competencies and developing or utilizing rubrics that foster best practices.** This faculty group developed two rubrics based upon the written competencies developed during CAI and best practices outlined by the National Writing Project. In consideration of both the analytical and holistic rubric, the group concluded that the holistic rubric allowed for easier assessment implementation on a large scale. It is recommended that opportunities to use holistic rubrics be explored for future course considerations. The holistic rubric proved to be more efficient and more adaptable to a diverse faculty and institution populations and better embodies teacher work.
- 3. Encourage processes for continually aligning course competencies across institutions, professional faculty development, and training on using rubrics for assessment of student work.** Continually aligning writing competencies statewide creates an open discussion of writing assessment leading to reflective assessment practices, quality professional development, and higher standards for the quality of student written communication. The group reported that this process reinforced their understanding of factors that impact student achievement and helped them move beyond standardized thinking and planning into a flexible mindset of collaborating with a diverse blend of institutions.
- 4. Provide adequate funding.** The state of Missouri has committed to increasing the focus on the quality of student learning. While methods like this have strong value in providing meaningful information to improve faculty teaching, student learning, and support robust institutional assessment, this annual process will require a budgetary commitment on the part of the state to support an annual assessment and alignment committee. Institutions will also need assistance for improving and/or maintaining the support of the process on the individual campuses and will need to provide release time for instructors participating on the statewide committee.

- 5. Explore the necessity for Institutional Review Board involvement in future data collection.** Because of the concerns with student confidentiality and anonymity in the assessment process, the group recommended that the need for IRB approval at the institutional or state level be explored.

### **Next Steps**

In December 2012, MDHE began participation in the nine-state Multi-State Collaborative Initiative to Advance Learning Outcomes Assessment Initiative (MSC) sponsored by the State Higher Education Executive Officers (SHEEO) and the Association of American Colleges and Universities (AAC&U). The pilot project was designed to provide meaningful evidence about how well students are achieving learning outcomes upon completion of general education coursework. The project used common rubrics developed as part of the AAC&U LEAP Initiative (written communication, quantitative literacy, and critical thinking) to be applied by teams of faculty to students' authentic college work. In the pilot year, Missouri submitted over 1200 artifacts, from six two-year and four-year public and independent institutions, for scoring by faculty teams.

The MSC pilot project is similar to the EPP in many ways, particularly in its use of faculty teams to assess authentic student artifacts based upon a common rubric being used on a classroom assignment. The EPP however, is course-based while the MSC is exit from overall general education. As the MSC project moves into its first year of full implementation, MDHE staff in collaboration with the CCA, will need to consider whether both projects are necessary to meet the spirit of the legislation and the intended goal set by the CCA. The overarching advantage to the MSC process is that the VALUE rubrics are vetted, and have broad applicability for a number of courses in the general education sequence (Recommendation 1 & 2). Most Missouri institutions are familiar with the rubrics, if not already using them to some degree at their institutions. The MSC also provides national faculty scoring training and modest funds to participating states for implementation (Recommendation 4).

### **STATUTORY REFERENCE**

Section 173.005(6), RSMo, Responsibilities of the Coordinating Board  
Senate Bill 389 (now House Bill 1042)

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education accept the English Pilot Project Summary Report and direct the commissioner of higher education, through the Committee on Curriculum and Assessment, to explore ways to implement the report's recommendations.**

**It is further recommended that the Coordinating Board for Higher Education commend the English Pilot Project faculty members for their hard work and commitment to the project.**

### **ATTACHMENTS**

Attachment A            English Pilot Project Summary Report

Coordinating Board for Higher Education  
September 3, 2015

Attachment B	English Pilot Project Faculty Members
Attachment C	Curriculum Alignment Exit-Level Competencies for the Freshman Composition Sequence
Attachment D	Analytic Rubric
Attachment E	Holistic Rubric

# ENGLISH PILOT PROJECT SUMMARY REPORT

MISSOURI DEPARTMENT OF HIGHER EDUCATION

AUGUST 2015



## **English Pilot Project Report:**

In 2011, the Missouri Department of Higher Education established the Committee on Curriculum and Assessment (CCA) to ensure the necessary collaboration between all sectors of higher education involved in alignment and assessment issues as stipulated by Senate Bill 389<sup>1</sup>. One provision of Senate Bill 389 directed the Coordinating Board for Higher Education to establish competencies for entry into and exit from general education coursework; these competencies were subsequently established through the work of the Curriculum Alignment Initiative (CAI). One of the charges for the CCA was to establish assessment methods to evaluate student proficiency in the exit-level competencies for specified entry-level general education courses developed as part of the CAI and approved by the Coordinating Board for Higher Education.

To address the assessment issue, the members of the CCA believed that the best approach was to conduct a pilot project aimed at developing an assessment methodology for a single subject area only. The success or failure of such an effort would inform the feasibility of implementing a comprehensive assessment system for all of the exit-level competencies that have been or will be approved at a later date.

The CCA chose to first pilot the CAI exit-level competencies for the Freshman Composition Sequence for two specific reasons: 1) At the time the pilot was implemented, the Common Core State Standards for entry into freshman composition course(s) were finalized and aligned very well with the entry-level competencies for the first course in Freshman Composition as defined through the CAI ; and 2) student proficiency in composition is fundamental to success in virtually every academic program.

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<sup>1</sup> House Bill 1042, signed into law August 2012, repealed Senate Bill 389 but retained the statutory language as part of the new bill.

To empirically test the feasibility of the common assessment methodology, the following process was implemented:

- Each two- and four-year institution of higher education in the state was invited to nominate faculty with expertise in English composition to develop a common rubric for the assessment of the Freshman Composition Sequence exit-level competencies developed through the CAI.
- English Pilot Project (EPP) faculty will create a rubric based upon institutional, existing, and/or national standards.
- The faculty were not asked to develop common methods of teaching the competencies or the context in which the rubric was to be used.
- The rubric was intended to be applied to only one major end-of-course assignment. Faculty had the option to choose to use or not use the assessment rubric for their own grading purposes.
- The CCA strongly recommended that the results be presented in an aggregated manner.

The intended outcome of the process was providing institutions the opportunity to compare their students' performance in the various component abilities defined in the writing rubric to those of students from across the state against self-identified groups, e.g., two-year only, moderately selective only, etc. This assessment information could also be used to guide improvement efforts on the individual campuses with respect to writing.

In February 2012, a group of 15 English faculty members, representing five two-year public institutions, six four-year institutions, and four independent institutions began the work of developing the rubric to be used for the project. MDHE staff worked with the EPP faculty members to construct an end-of-composition writing assessment that would provide meaningful information to improve writing faculty alignment across Missouri and maximize student and faculty learning while taking into consideration the diverse student populations in Missouri and the unique contexts within which faculty across the state of Missouri are teaching. The following guiding principles provided the framework for this project:

- Data will exist to support the professional development process and to enhance student learning and program evaluative purposes.
- Data must not exist to be used for punitive purposes or ranking of colleges and universities.
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- Writing is not stable and consistent across curriculums. Issues of writing transfer and the limitation of assigning numbers to a single writing moment should be considered in developing assessment processes.
- Institutions are committed to existing assessment projects and markers. Any additional assessment processes must support, supplement and/or enhance existing and successful assessment processes and decisions.

The EPP rubric was developed using the exit-level competencies for the Freshman English sequence and the National Writing Project<sup>2</sup> as a guide. The EPP faculty developed two rubrics—analytic and holistic. The analytic was created first and used in the initial scoring of the essays by the faculty team. The holistic rubric (created from the analytic rubric) was used to score a second subset of essays to test whether the scores would be consistent across the two rubrics and to determine the ease of using the rubric to score large numbers of essays. The analytic rubric consisted of six criteria: content; structure/organization; style; conventions; sources and evidence; and perspective and documentation. There are four levels containing performance descriptors for each level ranging from 4 (Exceeds Expectations) to 1 (Unacceptable). The holistic rubric divided the criterion into four sections describing a “4” Paper, a “3” Paper, etc.

Each institution participating in the pilot project was asked apply the analytic rubric to a number of qualified essays; submitted essays were to be 4-5 pages in length and source-supported. Institutions were asked to submit eight essays representing a distributed range across

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<sup>2</sup> The National Writing Project is a network of sites anchored at colleges and universities and serving teachers across disciplines to provide professional development, develop best-practice resources, and generate research to improve teaching and writing. <http://www.nwp.org/cs/public/print/doc/about.csp>

the rubric, resulting in two essays fitting into each of the four rubric categories. All essays were sent electronically to MDHE staff with identifying indicators of writer, instructor, and institution removed from the essays prior to submission to ensure anonymity in the assessment process. MDHE staff additionally de-identified submitted artifacts by removing all trace of submitting institution and/or internal reference to institution or geographic location.

### **Summary of Results**

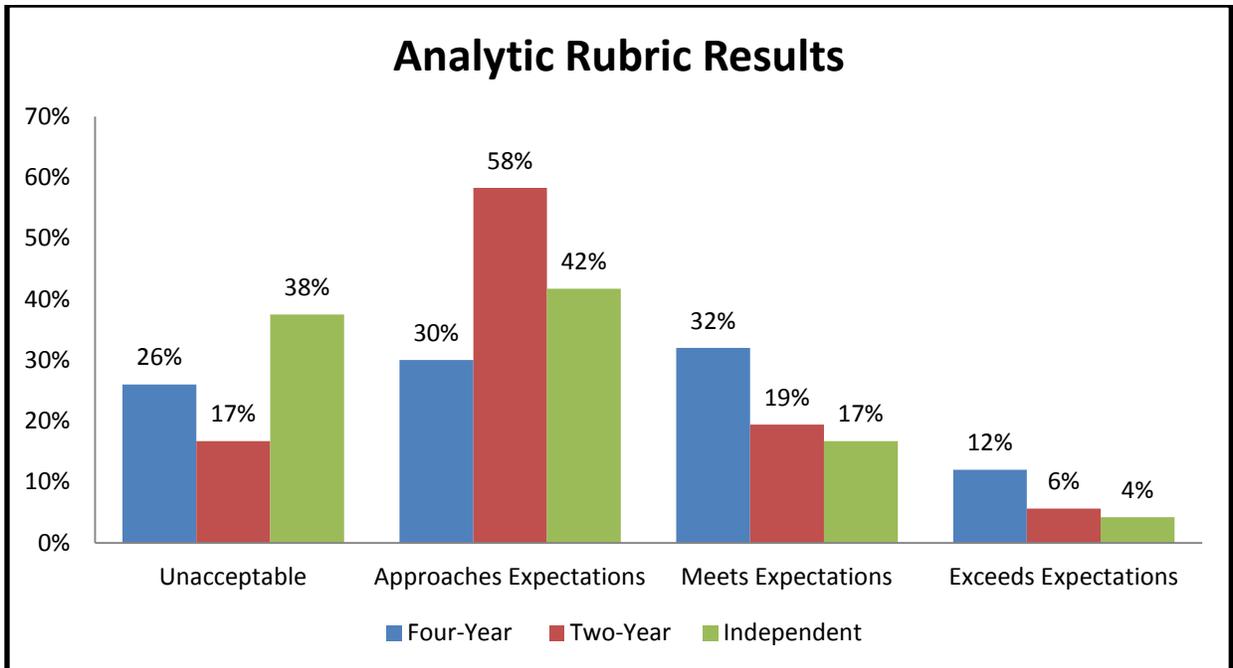
MDHE staff collected and EPP faculty assessed 113 papers (n=113) from ten institutions represented in the following way: 37 papers from three public two-year institutions (32.74%), 52 papers from four four-year institutions (46.01%), and 24 papers from three independent institutions (21.2%). Submitting faculty were asked to complete an initial quick assessment of collected artifacts based on the rubric, to ensure an equitable distribution of papers across the four levels. Following is the breakdown of initial scores of the submitted essays:

- **Level One—Unacceptable:** 27 papers were submitted in this category representing 23.89% of all papers submitted for assessment
- **Level Two—Approaches Expectations:** 30 papers were submitted in this category representing 26.54% of all papers submitted for assessment
- **Level Three—Meets Expectations:** 29 papers were submitted in this category representing 25.66% of all papers submitted for assessment
- **Level Four—Exceeds Expectations:** 27 papers were submitted in this category representing 23.89% of all papers submitted for assessment

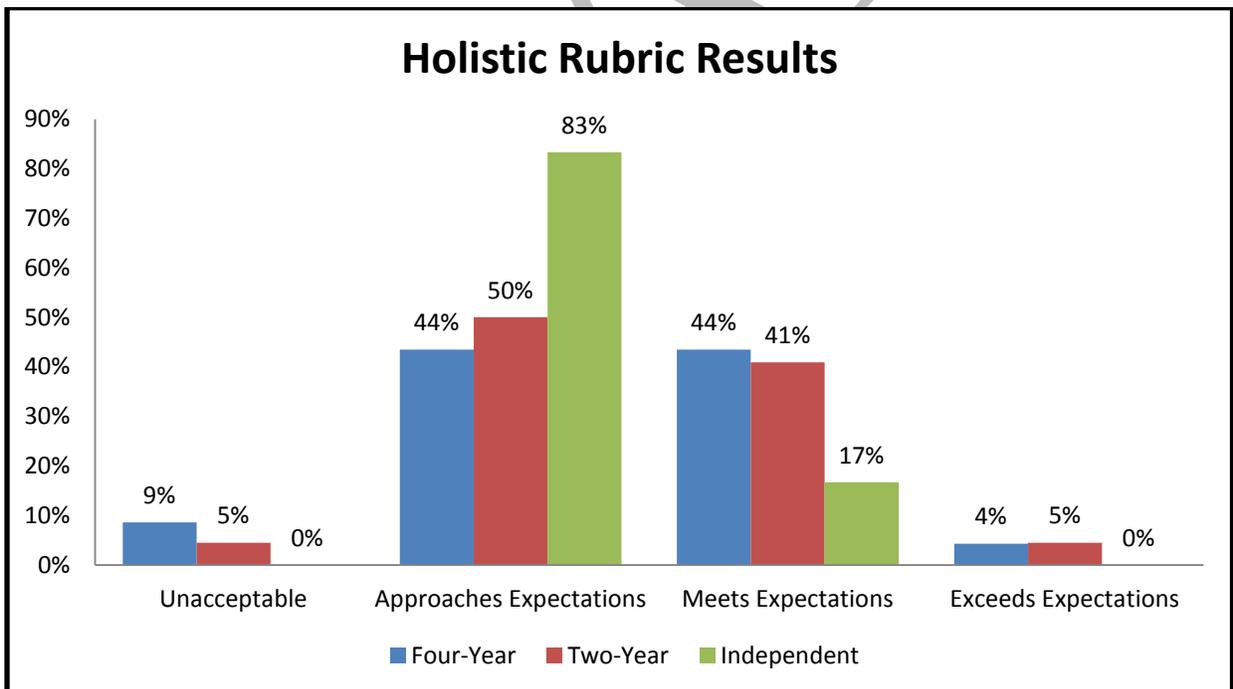
The table below provides summary data by sector:

<b>Four-Year Public Institutions</b>				
	<b>Scoring Levels</b>			
	<b>Level 1: Unacceptable (1.0-1.9)</b>	<b>Level 2: Approaches Expectations (2.0-2.9)</b>	<b>Level 3: Meets Expectations (3.0-3.9)</b>	<b>Level 4: Exceeds Expectations (4.0)</b>
<b>Initial Submission (n=52)</b>	13 (25%)	13 (25%)	13 (25%)	13 (25%)
<b>Session I- Analytic Rubric (n=50)*</b>	13 (26%)	15 (30%)	16 (32%)	6 (12%)
<b>Session II- Holistic Rubric (n=23)</b>	2 (8.6%)	10 (43.5%)	10 (43.5%)	1 (4.3%)
<b>Two-Year Public Institutions</b>				
	<b>Scoring Levels</b>			
	<b>Level 1: Unacceptable (1.0-1.9)</b>	<b>Level 2: Approaches Expectations (2.0-2.9)</b>	<b>Level 3: Meets Expectations (3.0-3.9)</b>	<b>Level 4: Exceeds Expectations (4.0)</b>
<b>Initial Submission (n=37)</b>	8 (21.6%)	11 (29.7%)	10 (27%)	8 (21.6%)
<b>Session I- Analytic Rubric (n=36)*</b>	6 (16.7%)	21 (58.3%)	7 (19.4%)	2 (5.6%)
<b>Session II- Holistic Rubric (n=22)</b>	1 (4.5%)	11 (50%)	9 (40.9%)	1 (4.5%)
<b>Independent Institutions</b>				
	<b>Scoring Levels</b>			
	<b>Level 1: Unacceptable (1.0-1.9)</b>	<b>Level 2: Approaches Expectations (2.0-2.9)</b>	<b>Level 3: Meets Expectations (3.0-3.9)</b>	<b>Level 4: Exceeds Expectations (4.0)</b>
<b>Initial Submission (n=24)</b>	6 (25%)	6 (25%)	6 (25%)	6 (25%)
<b>Session I- Analytic Rubric (n=24)</b>	9 (37.5%)	10 (41.7%)	4 (16.7%)	1 (4.2%)
<b>Session II- Holistic Rubric (n=6)</b>	0 (0%)	5 (83.3%)	1 (16.7%)	0 (0%)

\*Asterisk indicates that number will be slightly less than number of papers submitted (n=113) because not all papers were graded in Session I (three were not graded overall between all submissions).



*\*scores reported on these two graphs may be slightly different than above due to rounding*



It is important to note that percentages reported reflect percent of sector submissions (i.e. four year scores are a percentage of four-year submissions scored) and not overall submissions.

Also, the initial submission scores are not included in this comparison as the artifact may or may not have been initially scored by an EPP faculty member. In addition, the EPP faculty creating the rubric for use in the classroom may (or may not) have been the same faculty implementing or collecting essays based upon the rubric, which has implications for ensuring the appropriateness of the artifact submitted and the initial score. The scores may appear to inflate between the analytic and holistic rubrics, but it is unclear whether this is a result in changing the rubric or the reduced sample size, or both. Also, the criterion were not weighted in the official scoring process, although faculty may have subconsciously weighted the criterion in assigning overall paper scores. Additionally, raw score averages were rounded to the nearest hundredth versus rounding up or down to the next whole number which may have the unintended affect of driving scores up or down. Another factor impacting the results is the inconsistency in applying the rubric. It is conceivable that some papers were submitted belonging to lower-division students while some papers (from institutions that spread the second year course across the curriculum) could come from upper-division students. These are all limitations that must be addressed in future iterations of this project.

Based on the data collected, the MDHE and EPP faculty conclude that, despite the limited applicability of the results of the pilot to all Missouri institutions, overall student writing among these participating institutions approaches/meets expectations for their writing, based on the rubrics created, and there was a great deal of consistency among faculty scorers, regardless of sector. The following recommendations and conclusions are offered based upon this pilot study.

## **Recommendations and Conclusions**

- 1. Consider assessment policies that support, supplement, and enhance existing institutional assessment processes and decisions.** As this group discovered, there is wide diversity in how writing programs across the state define and approach the

composition sequence. This methodology allows for institutions to retain the continuity of their specific curriculum and course sequences

2. **Consider using this methodology for defining competencies and developing or utilizing rubrics that foster best practices.** This faculty group developed two rubrics based upon the written competencies developed during CAI and best practices outlined by the National Writing Project. In consideration of both the analytical and holistic rubric, the group concluded that the holistic rubric allowed for easier assessment implementation on a large scale. It is recommended that opportunities to use holistic rubrics be explored for future course considerations. The holistic rubric proved to be more efficient and more adaptable to a diverse faculty and institution populations and better embodies teacher work.
3. **Encourage processes for continually aligning course competencies across institutions, professional faculty development, and training on using rubrics for assessment of student work.** Continually aligning writing competencies statewide creates an open discussion of writing assessment leading to reflective assessment practices, quality professional development, and higher standards for the quality of student written communication. The group reported that this process reinforced their understanding of factors that impact student achievement and helped them move beyond standardized thinking and planning into a flexible mindset of collaborating with a diverse blend of institutions.
4. **Provide adequate funding.** The state of Missouri has committed to increasing the focus on quality of student learning. While methods like this have strong value in providing meaningful information to improve faculty teaching, student learning, and support robust institutional assessment, this annual process will require a budgetary commitment on the part of the state to support an annual assessment and alignment committee. Institutions will also need assistance for improving and/or maintaining the support of the process on the individual campuses and will need to provide release time for instructors participating on the statewide committee.
5. **Explore the necessity for Institutional Review Board involvement in future data collection.** Because of the concerns with student confidentiality and anonymity in the assessment process, the group recommended that the need for IRB approval at the institutional or state level be explored.

**English Pilot Project  
Faculty Participants**

<b>Name</b>	<b>Institution</b>
<b>Lisa Shoemaker</b>	State Fair Community College
<b>Daniel Mahala</b>	University of Missouri-Kansas City
<b>Paul Cook</b>	Cottey College
<b>Robin Gallaher</b>	Northwest Missouri State University
<b>Lanny Ackiss</b>	Missouri Southern State University
<b>Missy Nieveen-Phegley</b>	Southeast Missouri State University
<b>Kay Siebler</b>	Missouri Western State University
<b>Renee Field</b>	Moberly Area Community College
<b>Amy Milakovic</b>	Avila University
<b>Dan Schierenbeck</b>	University of Central Missouri
<b>Todd Sukany</b>	Southwest Baptist University
<b>Karen Jones</b>	St. Charles Community College
<b>Kelly Anthony</b>	Ozarks Technical Community College
<b>Casey Reid</b>	Metropolitan Community College
<b>Jeremy Reed</b>	Central Methodist University

## Freshman Composition Sequence

The following competencies are the writing, thinking, communication, and expressive skills identified and recommended by a group of high school teachers, community, and four-year College English instructors. Upon successfully completing the required freshman composition course or sequence of courses, students should be able to do the following:

- 1) Demonstrate critical and analytical thinking for reading, writing, and speaking.
  - a) Participate in active reading and discussion of a variety of texts.
  - b) Incorporate ideas and information from readings into own writing.
  - c) Identify purpose, main idea, and supporting evidence.
  - d) Distinguish between fact and opinion and recognize textual biases.
  - e) Distinguish between general and specific information.
  - f) Summarize and paraphrase information.
  - g) Analyze and evaluate their own and others' speaking and writing.
  - h) Communicate effectively in groups by listening, reflecting, and responding appropriately.
  - i) Formulate diagnostic questions for resolving issues and identify possible solutions.
  - j) Show an awareness of the different modes of comprehension, as well as expression, required for effective oral communication, as opposed to written.
  
- 2) Compose sound and effective sentences.
  - a) Use a variety of sentence structures correctly.
  - b) Understand and employ subordination and coordination to express ideas.
  - c) Avoid major sentence-level errors such as fragments, comma splices, fused sentences, etc.
  - d) Communicate with few errors in grammar, usage, diction, and mechanics.
  
- 3) Compose unified, coherent, and developed paragraphs.
  - a) Write focused topic sentences.
  - b) Maintain focus and unity of paragraph.
  - c) Use details, examples, and facts to develop the paragraph's main idea.
  - d) Select and use appropriate patterns of organization for subject audience, and purpose.
  - e) Use transitional devices.
  - f) Employ appropriate, developed, and wide-ranging vocabulary.
  
- 4) Understand and use a recursive writing process to develop strategies for generating, revising, editing, and proofreading texts.
  
- 5) Produce rhetorically effective discourse for subject, audience, and purpose.
  - a) Organize a logically structured essay that includes an introduction, body, and conclusion.
  - b) Develop an essay's controlling idea (thesis or claim) with a balance of generalizations and adequate specific, illustrative details.
  - c) Use transitional devices to achieve coherency, unity, and focus.
  - d) Use a variety of rhetorical strategies to analyze and respond to topics and texts.
  - e) Support position using relevant evidence and a reasoned argument.

- f) Develop and employ a wide-ranging vocabulary appropriate for the argument's rhetorical purposes.
- 6) Demonstrate effective research and information literacy skills.
- a) Formulate a [manageable] research question.
  - b) Access appropriate sources.
  - c) Evaluate and analyze information for credibility and accuracy.
  - d) Synthesize information from a variety of sources and apply the synthesis to complex situations and problems.
  - e) Cite primary and secondary sources using appropriate documentation style such as MLA, Chicago Manual, APA, etc.

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	4=Exceeds Expectations	3=Meets Expectations	2=Approaches Expectations	1=Unacceptable
Content	<ul style="list-style-type: none"> <li>• Is clear and focused; well shaped and connected.</li> <li>• Reflects strong control and development of ideas and content.</li> <li>• Contains ideas that usually support and/or enhance the central theme or topic (e.g., developed details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc.)</li> <li>• Ideas are usually purposeful, specific, and sometimes creative.</li> </ul>	<ul style="list-style-type: none"> <li>• Is adequately clear and focused; satisfactorily shaped and connected.</li> <li>• Reflects good control and development of ideas and content.</li> <li>• Contains ideas that adequately support and/or are relevant to the central theme and/or topic; details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc. are sometimes developed.</li> <li>• Ideas tend to be predictable but purposeful.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a discernable focus; sometimes shaped and connected.</li> <li>• Reflects limited control and development of ideas and content.</li> <li>• Contains ideas that somewhat support the central theme or topic, but details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc. are usually poorly developed and are sometimes list-like.</li> </ul>	<ul style="list-style-type: none"> <li>• May present several ideas, but no central focus emerges; seldom shaped and connected.</li> <li>• Reflects little control or development of ideas and content.</li> <li>• Contains ideas related to a theme or topic, but they are often confusing or incidental. Details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc. are gratuitous, list-like, and/or undeveloped.</li> </ul>
Structure/Organization	<ul style="list-style-type: none"> <li>• Presents an organization that reinforces the central idea or theme.</li> <li>• Includes an order and structure that are maintained with a consistent flow of ideas.</li> <li>• Includes a strong and purposeful opening and a closure that reinforces unity and provides a clear sense of resolution.</li> <li>• Demonstrates an effective arrangement of ideas, events, and/or details.</li> <li>• Includes transitions that</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an organization that adequately develops the central idea or theme.</li> <li>• Includes an order and structure that may be predictable.</li> <li>• Includes a clear opening and a closure that contributes to unity, but the resolution tends to be obvious.</li> <li>• Demonstrates adequate arrangement of events, ideas, and/or details.</li> <li>• Includes transitions that work well, but sometimes the connections between the ideas seem forced or</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an organization that is sometimes adequate for the central idea or theme.</li> <li>• Includes a structure that is formulaic and predictable, or occasionally erratic, inconsistent, or uneven.</li> <li>• Includes an opening and closing that are mechanical and formulaic, or that may be either too weak to tie the piece together or only vaguely related.</li> <li>• Demonstrates a mechanical arrangement of events, ideas, and/or details.</li> <li>• Includes few or formulaic transitions, and ideas may pertain to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an organization that is not adequate for the central idea or theme.</li> <li>• Includes a structure that is a simple listing of loosely connected events, ideas, and/or details.</li> <li>• May include an opening with little direction and a closure that is inappropriate, unconnected, or missing.</li> <li>• Transitions are typically missing and ideas may not pertain to the topic.</li> </ul>

Rubric Draft

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	are effective and clearly connect events, ideas, and/or details.	predictable.	but not to each other.	
Style	<ul style="list-style-type: none"> <li>• Usually exhibits formality and/or informality appropriate to the purpose and audience.</li> <li>• Demonstrates a tone that is appropriate for the topic, audience, and purpose.</li> <li>• Includes sentences that vary in structure and length and are used effectively; fragments, if present, appear chosen for stylistic purposes.</li> <li>• Contains words and expressions that are usually vivid and precise.</li> </ul>	<ul style="list-style-type: none"> <li>• Often exhibits formality and/or informality appropriate to the purpose and audience.</li> <li>• Demonstrates a tone that is aware of the audience and purpose and reflects the topic, but may be inconsistent.</li> <li>• Has some variation in sentence structure; fragments, if present, often work for stylistic purposes.</li> <li>• Contains words and expressions that are often clear and precise.</li> <li>• Contains words that are mostly appropriate, and often varied.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom exhibits formality and/or informality appropriate to the purpose and audience.</li> <li>• May show some awareness of the audience and purpose, but only by the use of some minimal words or sentences.</li> <li>• Has little variation in sentence structure; fragments, if present, are used indiscriminately.</li> <li>• Contains words and expressions that are sometimes clear and precise.</li> <li>• Contains words that are primarily simple and general, yet adequate.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits formality and/or informality that may be inappropriate to the purpose and audience.</li> <li>• Shows little, if any, awareness of the audience or purpose.</li> <li>• Includes a pattern of many simple and monotonous sentences or a pattern of multiple rambling sentences; may include inappropriate fragments.</li> <li>• Contains words and expressions that are occasionally clear and precise.</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>• Exhibits few errors and mainly shows effective control of standard writing conventions.</li> <li>• Includes spelling, usage, punctuation, capitalization, and paragraphing that are correct to the extent that minimal editing is needed.</li> <li>• Exhibits skilled use of documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits some errors but demonstrates adequate control over a limited range of standard writing conventions; control over more sophisticated spelling, usage, punctuation, capitalization, and paragraphing skills may be spotty.</li> <li>• Includes spelling, usage, internal punctuation, capitalization, and/or paragraphing errors that require minor editing.</li> <li>• Exhibits adequate</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects a limited grasp of appropriate standard writing conventions.</li> <li>• Contains errors in spelling, end and internal punctuation, capitalization, paragraphing, usage, and usage that require moderate editing.</li> <li>• Documents sources but sometimes in ways that show lack of full understanding of conventions of documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Contains several errors that reflect a struggle with control of basic conventions.</li> <li>• Contains errors in spelling, end and internal punctuation, capitalization, paragraphing, and usage that require extensive editing.</li> <li>• Contains spotty or incompetent documentation.</li> </ul>

Rubric Draft

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		citation and documentation that is not always fluid and/or effective.		
Sources and Evidence  OR  Source Selection and Integration	<ul style="list-style-type: none"> <li>Effectively integrates and evaluates sources and evidence in the writing, using an effective combination of summary, critique, response, paraphrase, quotation or other means to engage others' perspectives.</li> <li>Skillfully balances the writer's perspective and outside sources of information.</li> <li>Exhibits effective selection of sources that are appropriate for the writer's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Adequately integrates and evaluates sources and evidence, with varying degrees of effectiveness.</li> <li>Engages others' perspectives appropriately for the most part and through a variety of means.</li> <li>Uses sources that adequately balance and support the writer's perspective, but may not be very well selected or used.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits some integration of sources and evidence, and some engagement with others' perspectives.</li> <li>Sometimes the selection, evaluation or use of evidence does not achieve the writer's purpose, or sources are not adequately integrated into the writing.</li> <li>Uses sources that do not effectively balance and support the writer's perspective.</li> <li>Uses sources that may be poorly chosen or not adequately discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks meaningful evaluation and integration of evidence or sources.</li> <li>When sources or evidence are cited, they are not adequately integrated or adapted to the writer's purpose.</li> <li>Often shows lack of engagement with others' perspectives.</li> <li>Does not use outside sources or uses sources that are poorly chosen or poorly discussed.</li> </ul>

### **“4” Paper**

A “4” paper demonstrates many of the following characteristics:

- Clear and focused with a meaningful central theme or claim that is supported with substantive, purposeful and sometimes creative ideas.
- Organized effectively to reinforce the central theme or claim with an effective arrangement of ideas, events, -or details. The opening, closing, and transitions are effective and compelling.
- Appropriate level of formality and tone, with a variety of sentence structures and vivid words and expressions.
- Minimal editing is needed, and citation mechanics are accurate.
- Relevant—sources and evidence have been evaluated and integrated in effective ways. The writer’s perspective is skillfully balanced with outside sources.

### **“3” Paper**

A “3” paper demonstrates the following characteristics:

- Adequately clear and focused with a fairly meaningful central theme or claim that is adequately supported with predictable but purposeful ideas.
- Organized adequately to support the central theme or claim with an adequate arrangement of ideas, events and/or details. The opening, closing and transitions are adequate but possibly obvious or lack unity.
- Often uses appropriate level of formality and tone, with some variety of sentence structure and appropriate words and expressions.
- Some errors are present but demonstrates adequate control over grammar, conventions, and citation mechanics.
- Adequately evaluates and integrates sources and evidence in a mostly effective way. The writer’s perspective and those of outside sources are fairly balanced.

### **“2” Paper**

A “2” paper demonstrates the following characteristics:

- Discernible focus with a simplistic or confusing central them or claim that is somewhat supported with poorly developed and sometimes list-like ideas.
- Organized somewhat sufficiently to support to support the central theme or claim with a formulaic arrangement of ideas, events or details. The opening, closing, and transitions are formulaic or too weak to tie the piece together.
- Seldom uses appropriate level of formality or tone, with little variety in sentence structure and fairly clear but simple words and expressions.

- Moderate editing is required. Reflects a limited grasp over grammar, conventions, and citation mechanics.
- Integrates sources and evidence in a sometimes ineffective way. The writer's perspective and those of outside sources are not balanced, and some sources are poorly chosen or discussed.

### **“1” Paper**

A “1” paper demonstrates the following characteristics:

- No central theme or claim emerges, and ideas are often confusing or incidental.
- Organization is not adequate to support the central theme or claim, with loosely connected ideas, events, or details. The opening, closing, and transitions are inappropriate, unconnected, or missing.
- Inappropriate level of formality and tone with very little awareness of audience or purpose. Contains simple and monotonous sentences or rambling sentences.
- Frequent errors suggest a struggle with basic grammar, conventions and mechanics and spotty or incompetent citation mechanics.
- Integrates sources and evidence ineffectively and lacks engagement with other perspectives. Sources are either poorly chosen, discussed, or not used at all.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Committee on College and Career Readiness  
Coordinating Board for Higher Education  
September 3, 2015

### **DESCRIPTION**

In June 2012, the Missouri Department of Higher Education formed the Task Force on College and Career Readiness (TCCR). The TCCR has been essential to the development and implementation of “Principles of Best Practice in Remedial Education” and other policies to fulfill the mandate of HB 1042. This agenda item is a request to transition the TCCR to the newly formed Committee on College and Career Readiness (CCCR) as a permanent, standing committee, on a par with the Committee on Transfer and Articulation (COTA) and the Committee on Curriculum and Assessment (CCA).

### Discussion

The establishment of the TCCR resulted from Missouri’s adoption and implementation of the Common Core State Standards for grades K-12, the decision by the Department of Elementary and Secondary Education (DESE) to join the Smarter Balanced Assessment Consortium (SBAC) to measure student proficiency with the Common Core, and the imminent release of SBAC’s definition of “college ready;” and legislation (HB 1042) requiring Missouri institutions of higher education to adopt and implement “best practices” in remedial education. While much has changed since 2012, there is still a pressing need for a college and career readiness committee to work closely with DESE and other PK-12 partners to make the transition from secondary postsecondary seamless.

While the Common Core and SBAC in Missouri may soon be wholly discarded, new standards and assessments will replace them, including those for “college and career readiness.” The higher education community must be involved in reviewing the new standards and assessments to assure they align with college-level curriculum and expectations. Educator preparation programs have to account for the new standards in their curricula, which will affect faculty in education departments but also in English, mathematics, and other disciplines.

Additionally, the implementation of the “Principles of Best Practice in Remedial Education” is at a key juncture and requires the oversight and expertise that the TCCR has provided and must continue to provide. As we know well, many high school graduates enter postsecondary education unprepared for entry college-level coursework. To remedy this condition, Missouri institutions of higher education are committed to providing opportunities for underprepared students to attain the skills they need to succeed in college. These efforts include, but are not limited to, outreach to the Department of Elementary and Secondary Education (DESE) to align standards and to school districts to align curriculum. For these efforts to be successful, DESE and K-12 districts must become collaborative partners in the process. Moreover, institutions of higher education have a responsibility to continually evaluate and improve their delivery of developmental education. This work alone justifies the need for the Committee on College and Career Readiness.

### Structure and Charge

The Committee on College and Career Readiness will replace the Task Force on College and Career Readiness. The current membership of the TCCR will transition to the CCCR. Within one year, the MDHE will formalize the structure and membership of the CCCR in a manner similar to what exists for COTA and CCA:

- The CCA will advise the Commissioner of Higher Education and the Coordinating Board for Higher Education on matters relating to the curriculum alignment and assessment of postsecondary education in Missouri.
- The CCA will seek the counsel of faculty and other institutional representatives in the performance of its functions, in particular the Missouri Assessment Consortium (MAC) and the Department of Elementary and Secondary Education.
- The CCA will oversee the mandates in SB389 related to curriculum alignment and assessment by:
  - Making recommendations consistent with assessment efforts required to comply with accreditation criteria for institutions as established by the Higher Learning Commission;
  - Making recommendations consistent with efforts required for accreditation of professional programs such as engineering (ABET), business (AACSB), medicine (LCME), and law (ABA), among others;
  - Making recommendations that connect with and support the efforts required for compliance with the Voluntary System of Accountability and;
  - Making recommendations for assessment methods that are based on best practices recognized nationwide, using a variety of methods.
- The CCA will recommend revisions to CBHE policies as necessary and appropriate to its charge.
- The CCA will disseminate the CBHE-approved entry-level and exit-level competencies, developed through the CAI and will also review and revise entry- and exit-level competencies as necessary.

### **STATUTORY REFERENCE**

Section 173.005.2(6) RSMo. CBHE to require public institutions of higher education to replicate best practices in remedial education.

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the establishment of the Committee on College and Career Readiness.**

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
September 3, 2015

### **DESCRIPTION**

Missouri Department of Higher Education's Proprietary School Certification Program provides oversight of certain types of Missouri-based and out-of-state private, postsecondary education providers. The intent of this board item is to provide an update on current issues regarding the Proprietary School Certification Program as well as a summary of recent program actions.

### **Recent Program Actions**

All program actions that have occurred since the June 3, 2015, Coordinating Board meeting are reported in the attachment to this item. The report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements and school closures.

### **Missouri Tech Closure**

Missouri Tech was located in St. Charles, Missouri, and had been in operation for more than 80 years. The school contacted the MDHE on Friday, July 31, 2015, and advised, due to financial reasons, the school was ceasing operations effective 5:00 pm that day. MDHE staff traveled to St. Charles on Monday, August 3, 2015, to collect student records, but it is unclear at this time if staff received complete records on all students. Missouri Tech staff indicated final transcripts would be provided to the MDHE within two to four weeks of closure.

As the school did not arrange for a teach-out of its programs, the MDHE is taking steps to call up the school's \$100,000 security deposit, which will be used to indemnify students to the extent possible. Area schools with similar programs have provided contact information for students who may be able to transfer their credits and complete their programs. School information along with information regarding loan discharge for students receiving federal financial aid is available on the MDHE website at <http://dhe.mo.gov/psc/>.

### **STATUTORY REFERENCE**

Sections 173.600 through 173.619, 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)*

Crider's Institute of Welding Technology  
Grain Valley, Missouri

This private, for-profit school offers a non-degree program in welding. The school's mission is to teach welding skills to qualified candidates. The school is not accredited.

Independence University  
Moberly, Missouri

This private, not-for-profit school based in Salt Lake City, Utah offers online degree programs in business, graphic arts and web design, allied health and nursing, and information technology. The school's respiratory care programs have contracted clinical components in Missouri, which is considered a physical presence within the state. The mission of the school is to educate people for rewarding careers and enriching lives by offering career-oriented programs and enhancement of skills in critical thinking, problem solving, and using technology. This school is accredited by the Accrediting Commission of Career Schools and Colleges, and the associate degree Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care.

Lutheran School of Nursing  
St. Louis, Missouri

This private, for-profit school offers a non-degree (diploma) program for a registered nurse. The school's mission is "to promote and serve the health care needs of the community." The school is accredited by the Accreditation Commission for Education in Nursing, an accrediting agency recognized by the Council for Higher Education Accreditation.

William James College  
Springfield, Missouri

This private, not-for-profit school, based in Newton, Massachusetts, is providing teach out services for students enrolled at the recently closed Forest Institute of Professional Psychology. William James will complete training in the doctor of clinical psychology program for students enrolled at the time of closure. The school's mission is "to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society." The school is accredited

by the New England Association of Schools and Colleges, and the clinical doctoral program is accredited by the American Psychological Association.

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

Ross University School of Medicine  
Iselin, NJ

This for-profit institution, which is owned and operated by DeVry, Inc., is certified to recruit Missouri students for a doctoral program in medicine. The mission of the school is to prepare highly dedicated students to become effective, successful physicians in the United States. This medical school, located in Dominica, West Indies, 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.

Ross University School of Veterinary Medicine  
Iselin, NJ

This for-profit institution, which is owned and operated by DeVry, Inc., is certified to recruit Missouri students for a doctoral program in veterinary medicine. The mission of the school is to prepare highly dedicated students to become effective, successful veterinarians in the United States. This veterinary school, located in Dominica, West Indies, is by the American Veterinary Medical Association, a USDE recognized accrediting agency.

***Exemptions Granted***

None

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

160 Driving Academy  
St. Louis, Missouri

This private, for-profit school proposes to offer a non-degree program in truck driver training. The mission of the school is to provide students with the classroom and field instruction necessary to safely and expertly drive a truck. The school is not accredited.

Bethel University  
Kansas City, Missouri

This private, not-for-profit school, based in McKenzie, Tennessee, proposes to offer a master's degree program in physician assistance. The school has contracted clinical components in Missouri, which is considered a physical presence within the state. The mission of the school is "to create opportunities for members of the learning community to develop to their highest potential as whole persons." This school is accredited by the

Southern Association of Colleges and Schools, and the physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc.

CNA Training Academy  
St. Louis, Missouri

This private for-profit school proposes to offer a non-degree program in nurse assisting. The mission of the school is to prepare students to fulfill the duties of a CNA. The school is not accredited.

Fix N Flip Real Estate Academy  
Jefferson City, Missouri

This private, for-profit school proposes to offer a non-degree program in real estate flipping. The mission of the school is to provide individuals with the education needed to successfully buy, rehab, and sell or rent properties. The school is not accredited.

Uzazi Academie  
Kansas City, Missouri

This private, not-for-profit school proposes to offer an associate degree program in midwifery. The school's mission is to build and equip through educational excellence the professional health worker with the tools needed to affect positive change in community health outcomes. The school is not accredited.

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

Ohio Technical College  
Cleveland, Ohio

This private, for-profit school proposes to recruit Missouri students for certificate and associate degree programs in automotive repair and restoration. The school's mission is to provide premier technical training to prepare students for challenging and rewarding careers. The school is accredited by the Accrediting Commission of Career Schools and Colleges.

***Schools Closed***

Center for Practical Bioethics  
Kansas City, Missouri

The Center for Practical Bioethics offered a post-baccalaureate certificate in Clinical Ethics and Health Policy transferable to the Kansas City University of Medicine and Biosciences bioethics program. The institution made the decision to close its program and explore other avenues to fulfill its mission. Department staff monitored

the closure process to ensure Missouri students were able to complete their program 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 process is considered complete.

Everest College  
Earth City, Missouri

Everest College – Earth City, accredited by the Accrediting Council for Independent Colleges and Schools, was approved to offer certificates in allied health programs. The school’s owner, Corinthian Colleges, made the decision to close the Everest College-Earth City campus as part of an agreement with the US Department of Education. Department staff monitored the closure process to ensure Missouri 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 process is considered complete.

Facial Designs Permanent Cosmetics  
Osage Beach, Missouri

Facial Designs Permanent Cosmetics was approved to offer a certificate program in permanent cosmetics. The school made the decision to close effective June 30, 2015. Department staff monitored the closure process to ensure Missouri 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 process is considered complete.

Grand Canyon University (Recruit)  
Phoenix, Arizona

Grand Canyon University, accredited by the Higher Learning Commission, was approved to recruit Missouri students for its programs in education, business, allied health care and administration, and criminal justice. The school made the decision not to renew its certification to operate as a recruit school due to its participation in the State Authorization Reciprocity Agreements (SARA). Department staff verified Missouri 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 process is considered complete.

Kansas City Center/Montessori Education  
Kansas City, Missouri

Kansas City Center/Montessori Education, accredited by the Montessori Accreditation Council for Teacher Education, was approved to offer a certificate program in Montessori Early Childhood Teacher Education. The school made the decision to close in May 2015.

Department staff monitored the closure process to ensure Missouri students were able to complete their program 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 process is considered complete.

Lesley University (Recruit)  
Cambridge, Massachusetts

Lesley University, accredited by the New England Association of Schools and Colleges, was approved to recruit Missouri students for its graduate programs in education. The school made the decision not to renew its certification to operate as a recruit school. Department staff verified Missouri 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 process is considered complete.

Missouri Tech  
St. Charles, Missouri

Missouri Tech, accredited by the Accrediting Council for Independent Colleges and Schools, was approved to offer certificate, associate, and baccalaureate degree programs in information technology. The school contacted the MDHE on Friday, July 31, 2015, and advised, due to financial reasons, the school was ceasing operations. MDHE staff collected student records, but it is unclear if staff received complete records on all students. Missouri Tech staff indicated final transcripts would be provided to the MDHE within two to four weeks of closure. The MDHE is taking steps to seize the school's \$100,000 security deposit, which will be used to indemnify students to the extent possible. Area schools with similar programs have provided contact information for students who may be able to transfer their credits and complete their programs. School information along with information regarding loan discharge for students receiving federal financial aid is available on the MDHE website.

Rasmussen College (Recruit)  
Bloomington, Minnesota

Rasmussen College, accredited by the Higher Learning Commission, was approved to recruit Missouri students for its certificate and associate degree programs primarily in allied health and information technology. The school made the decision not to renew its certification to operate as a recruit school due to its participation in the State Authorization Reciprocity Agreements (SARA). Department staff verified Missouri 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 process is considered complete.

Southwestern College of Professional Studies (Recruit)  
Wichita, Kansas

Southwestern College of Professional Studies, accredited by the Higher Learning Commission, was approved to recruit Missouri students for its associate degree in general studies program. The school made the decision not to renew its certification to operate as a recruit school. Department staff monitored the closure process to ensure Missouri students were able to complete their program 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 process is considered complete.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

English Language Proficiency Report  
Coordinating Board for Higher Education  
September 3, 2015

### DESCRIPTION

Missouri universities with graduate programs regularly assign teaching assistantships to international students. The intent of this board item is to present the biennial report on the English language proficiency of graduate teaching assistants at Missouri's public institutions of higher education.

### Background

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. These students are to be tested prior to receiving a teaching appointment at a Missouri public institution of higher education. The statute also requires that the institutions provide the Missouri Department of Higher Education with the results of this testing.

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 AY 87. Data for this year's report are for the 2013 and 2014 academic years.

The MDHE sent a survey to all public four-year institutions asking for the information outlined in RSMo 170.012. In addition to the aforementioned items, 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 2013 and 2014 reporting include the following:

- Nine public four-year institutions reported that they awarded teaching assignments to graduate students in AY 2013 and AY2014.
- Each campus that uses GTAs has provided evidence to the MDHE that all entering international students who are given teaching assignments have had their language competency evaluated. All institutions are in compliance with the intent of Section 170.012, RSMo, by administering appropriate tests, measurements and cultural orientation programs to ensure English language proficiency.
- In addition to providing remedial language classes to international students, campuses that employ a large number of international students also offer supplemental courses to

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perfect language proficiency, such as the University of Missouri-Columbia’s English Language Support Program (ELSP).

- The total number of GTAs at public four-year institutions in 2013 increased to 2,621 from 2,381 in 2011. In 2014, the number reached a new high of 2,706.
- Among the nine public four-year institutions that awarded GTAs, 21.7 percent of awardees were non-native English speakers in AY 2013, and 20.9 percent were non-native English speakers in AY 2014.
- A majority of the non-native English-speaking graduate students with teaching assignments are at the University of Missouri’s four campuses, which were responsible for 86.9 percent and 85.6 percent of non-native GTAs at public institutions in AY 2013 and AY 2014, respectively.

<b>GTA English Language Proficiency Survey Results</b>		<b>AY 2013</b>	<b>AY 2014</b>
1.	Number of Teaching Assistant (TA) applicants taking an English Language proficiency test	<b>715</b>	<b>823</b>
2.	Number of TA applicants in Question #1 who have utilized any remedial language services that may be available	<b>129</b>	<b>130</b>
3.	Number of TA applicants in Question #1 taking an English Language proficiency test who <u>did not</u> pass	<b>132</b>	<b>207</b>
4.	Number of TA applicants in Question #2 who received a graduate teaching assistantship	<b>44</b>	<b>24</b>
5.	Total number of Teaching Assistantships awarded	<b>2621</b>	<b>2706</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>569</b>	<b>566</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>54</b>	<b>46</b>
9.	Number of TAs in Question #6 who received a cultural orientation	<b>321</b>	<b>337</b>

### **Conclusions**

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

**STATUTORY REFERENCE**

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

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENTS**

Attachment A: Institution Survey

Attachment B: Reported Number of Teaching Assistants by Native Language

**Graduate Teaching Assistant  
Language Proficiency Questionnaire  
2015 Biennial Report**

Institution:

Name and Title of Person Responding:

Contact Information:

Telephone Number:

E-mail:

		AY 2013	AY 2014
1.	Number of Teaching Assistant (TA) applicants taking an English language proficiency test		
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.		
3.	Number of TA applicants in Question #1 taking an English language proficiency test who <u>did not</u> pass		
4.	Number of TA applicants in Question #2 who received a graduate teaching assistantship		
<i>In an attachment, please explain why these TAs received a teaching assignment.</i>			
5.	Total number of Teaching Assistantships awarded		

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		
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	See Attachment
8.	Number of exceptions granted to TAs in Question #6 to receive a teaching assignment during their first semester of enrollment		
<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		

## 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**

Language	2013	2014
African Languages Unspecified	5	8
Amharic	1	1
Afrikaans	2	1
Arabic	29	26
Bambara	1	0
Bengali	8	11
Bosnian	1	1
Bulgarian	1	1
Chinese Languages Unspecified	165	163
Danish	2	1
Dutch	1	0
Farsi	15	18
French	4	8
Georgian	2	2
German	8	8
Greek	0	1
Hindi	10	14
Icelandic	1	1
Indian Languages Unspecified	125	134
Indonesian	2	1
Italian	3	2
Japanese	6	2
Kashmiri	1	0
Kazakh	1	0
Korean	32	29
Malay	1	1
Malayalam	2	2
Malaysian Unspecified	1	1
Mandarin	7	4
Marathi	3	4
Nande	1	0
Nepalese	11	16
Norwegian	0	1
Other Unspecified	1	2
Portuguese	3	5
Punjabi	0	1
Romanian	3	2
Russian	9	12
Serbian	1	1
Shona	1	1
Sinhalese	13	6
Spanish	35	26

Swedish	2	1
Tagalog	1	0
Tamil	1	3
Telugu	7	3
Thai	4	4
Tulu	0	1
Turkish	7	4
Twi	1	1
Ukrainian	1	2
Urdu	1	0
Uzbek	1	0
Vietnamese	13	13
Waale	1	0
Wolof	1	1
Yoruba	4	4
<b>Total</b>	<b>563</b>	<b>555</b>

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Update on Missouri Reverse Transfer  
Coordinating Board for Higher Education  
September 3, 2015

### DESCRIPTION

During the past three years, the Missouri Department of Higher Education has, in collaboration with representatives from both the public and private higher educational sectors, completed the first two phases of a three-phase statewide implementation of Missouri Reverse Transfer (MRT). The MRT Program offers seamless associate degree completion by allowing students to use credit earned at two- and four-year higher education institutions to qualify for an associate degree. Individuals who have completed at least 15 credit hours at a qualifying two-year college and transferred to a four-year college or university in Missouri can transfer credit back to the two-year college to earn an associate degree. While Phase I and II focused on development and statewide implementation, Phase III focuses on reaching back to students not currently enrolled at a participating institution and the sustainability of the MRT. This item reports on the progress of Phase III of MRT.

### MRT: Phase III

#### *Reaching back to not currently enrolled students*

In Phases I and II of MRT, institutions concentrated their efforts on students currently enrolled in a Missouri college or university. In Phase III, institutions will continue to seek out these students, but also will look back through their records to identify students who meet the eligibility requirements but are not currently enrolled at a participating institution. MDHE is encouraging institutions to go back at least five years in their efforts to contact formerly enrolled students, beginning in fall of 2015. It is anticipated that the number of MRT associate degrees awarded will increase significantly through these efforts.

A key component of Phase III is a communications campaign designed to reach those students noted above. The Committee on Transfer and Articulation (COTA) have thus far identified the following specific communication strategies:

- Engaging members of the Missouri General Assembly to communicate to their constituents about MRT and its benefits.
- The University of Missouri Extension Office will carry the MRT message in their statewide newsletter.
- Public radio broadcasts will also be used to publicize the MRT message throughout the state.

COTA is reviewing additional means of identifying potential MRT degree recipients with an eye to reaching as many eligible candidates as possible.

### ***Sustainability***

Also in Phase III, MDHE and COTA, which assumed responsibility for MRT from the twenty-member MRT Steering Committee, will continue to develop plans to sustain MRT. Sustainability is a key issue, in particular because the “Credit When It’s Due” grant, which nurtured the program in its first two years, ended on June 30, 2015.

Sustainability efforts thus far have focused on professional development for reverse transfer coordinators. COTA hosted a Reverse Transfer Coordinator training session on July 13 in Jefferson City, Missouri. More than 40 Reverse Transfer Coordinators and supporting staff from across the state attended the all-day session that focused on Phase III of MRT. Training sessions will continue to be held on a regular basis for Reverse Transfer Coordinators. COTA is planning on holding at least two training sessions per year to keep the initiative progressive and to train new coordinators.

As of May 1, 2015, 189 associate degrees have been awarded through Missouri Reverse Transfer. This data reflects only a short period of time in which Reverse Transfer has been implemented fully across the state. This fall, new data will be received from the Enhanced Missouri Student Achievement Study (EMSAS) that will more accurately reflect a full year of Reverse Transfer implementation. With the rollout of Phase III this fall which includes reaching out to not currently enrolled students, the number of degrees is expected to rise noticeably.

### ***The Future of Phase III: On a National Scale***

Missouri has and will continue to be a national leader in Reverse Transfer by the visibility of Missouri in nationwide Reverse Transfer efforts. On June 8-9, 2015, COTA members Amy Werner (MDHE) and Melissa Hattman (University of Missouri-St. Louis) attended the *Credit When It’s Due* Convening in Indianapolis, Indiana, to reflect on key issues facing states involved in MRT. The convening focused on implementation and sustainability of reverse transfer. Missouri representatives attended as one of fifteen states funded as part of the *Credit When It’s Due* initiative. The convening also included participants from 23 states engaged in reverse transfer discussion but not fully participating in the initiative. Data and information from Missouri and other leading states was presented on how to create and sustain a Reverse Transfer plan.

Dr. Rusty Monhollon, Assistant Commission for Academic Affairs for the MDHE, was invited in June to tell the “Missouri Experience with Reverse Transfer” at the Education Commission of the States 2015 National Forum on Education Policy in Denver, Colorado. Dr. Holly Zanville of the Lumina Foundation co-presented with Dr. Monhollon.

Another notable achievement was the invitation to participate in the National Student Clearinghouse (NSC) Reverse Transfer Project, which seeks to provide a national, automated solution for exchange of student record data throughout the nation. Missouri was one of three states (with Texas and Wisconsin) invited to participate in this innovative project. Representatives from Missouri institutions will be piloting the national project this year. It has been projected that as many as two million students could earn associate degrees through the NSC project.

**STATUTORY REFERENCE**

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

**RECOMMENDED ACTION**

This is an information item only.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Independent Institutions' Program Inventory Reconciliation  
Coordinating Board for Higher Education  
September 3, 2015

### DESCRIPTION

The Coordinating Board for Higher Education has statutory responsibility to approve proposed new degree programs to be offered in the state. Independent institutions are requested to submit proposed policy changes and submit programs for review and recommendation. (RSMo 173.005(1)(8); RSMo 173.030(1)(2); 6 CSR 10-4.010; 6 CSR 10-6.020) The intent of this board item is to provide information on the issues surrounding independent institution program inventory reconciliation.

### Background

Independent institutions are required by CBHE policy to submit proposals for new academic programs for review. New program proposals include the same information submitted by public institutions except for financial projections. These proposals are reviewed within the context of statewide needs; however, the CBHE has no authority to approve programs proposed by independent institutions. CBHE may only review and comment on such proposals.

Many independent institutions have opted not to submit new program proposals, going back many years. As a matter of policy, independent institutions' programs are not included in the official state program inventory unless they have been reviewed by the CBHE. As a result, the program inventory, which includes programs offered by both public and independent institutions and is the official record of programs being offered by higher education institutions across the state, is woefully out-of-date. When the program inventory was created some 20 years ago its main purpose was to provide information on institutional program offerings for students. Now, the purpose for the program inventory has expanded to become the official listing of all higher education programs. It is used by students, higher education institutions (especially when reporting on duplicate programs), national organizations, accrediting agencies and some state agencies.

This last year has seen a number of changes in accountability processes across the state and the country. Legislation signed in 2014 authorized Missouri to participate in the State Authorization Reciprocity Agreement (SARA), which created an interstate system of reciprocity for the oversight of distance education programs. SARA allows higher education institutions (public, independent, and proprietary) to provide a more efficient, effective, uniform and quality system for the delivery of distance education. To participate in SARA, Missouri institutions must be willing to adopt specific guidelines to ensure quality programming, with MDHE in effect vouching for the viability of the institution and its programs. The Higher Learning Commission (the regional accrediting body for Missouri institutions), as well as other statewide agencies that fund students' higher education pursuits, have utilized the MDHE program inventory to substantiate or validate an institution's program offerings.

Coordinating Board for Higher Education  
September 3, 2015

As evidenced by the large number of new program submissions by independent institutions in this board book, many have realized the necessity of reconciling the MDHE program inventory with institution records. However, the current new program proposal packet, which is predicated on projections made about enrollments and program goals, is not appropriate for programs that may have existed on a campus for many years. In 1982, the CBHE adopted the report on Coordinating Board for Higher Education and Independent Institution Relationships, stating the MDHE will work with independent institutions to provide flexibility in the application of reporting criteria, given the differences between the public and independent institutions as well as the different degrees of responsibility and authority the CBHE and state have in the operation of the respective sectors. In lieu of this, the MDHE will task the Committee on Curriculum and Assessment with developing a plan for an expedited review process for independent institutions, to be submitted to the Council of Chief Academic Officers for review and comment, and the CBHE for approval.

### **Conclusion**

To maintain an understanding and appreciation of the contributions made by the independent sector, the MDHE will work with independent institutions and sector representatives to determine the best way to efficiently and effectively update the program inventory without placing undue hardship on the institutions.

These policies also extend to independent institutions with the following exceptions:

- Flexibility in the application of these criteria is appropriate to accommodate the specialized mission of independent institutions and to acknowledge the differences between public and independent institutions as well as the different degrees of responsibility and authority the Coordinating Board and state have in the operation of the respective sectors.
- Proposals submitted by independent-sector institutions will be received and reviewed in the context of the statewide system of higher education. While the CBHE does not approve or disapprove programs at independent institutions, it may make pertinent comments as it deems appropriate.

### **STATUTORY REFERENCE**

RSMo 173.005.2(4); 6 CSR 10-4.010; 6 CSR 10-6.020. Statutory requirements regarding CBHE authority to approve academic programs and review and comment on independent institutions' programs.

### **RECOMMENDED ACTION**

**Information item only.**

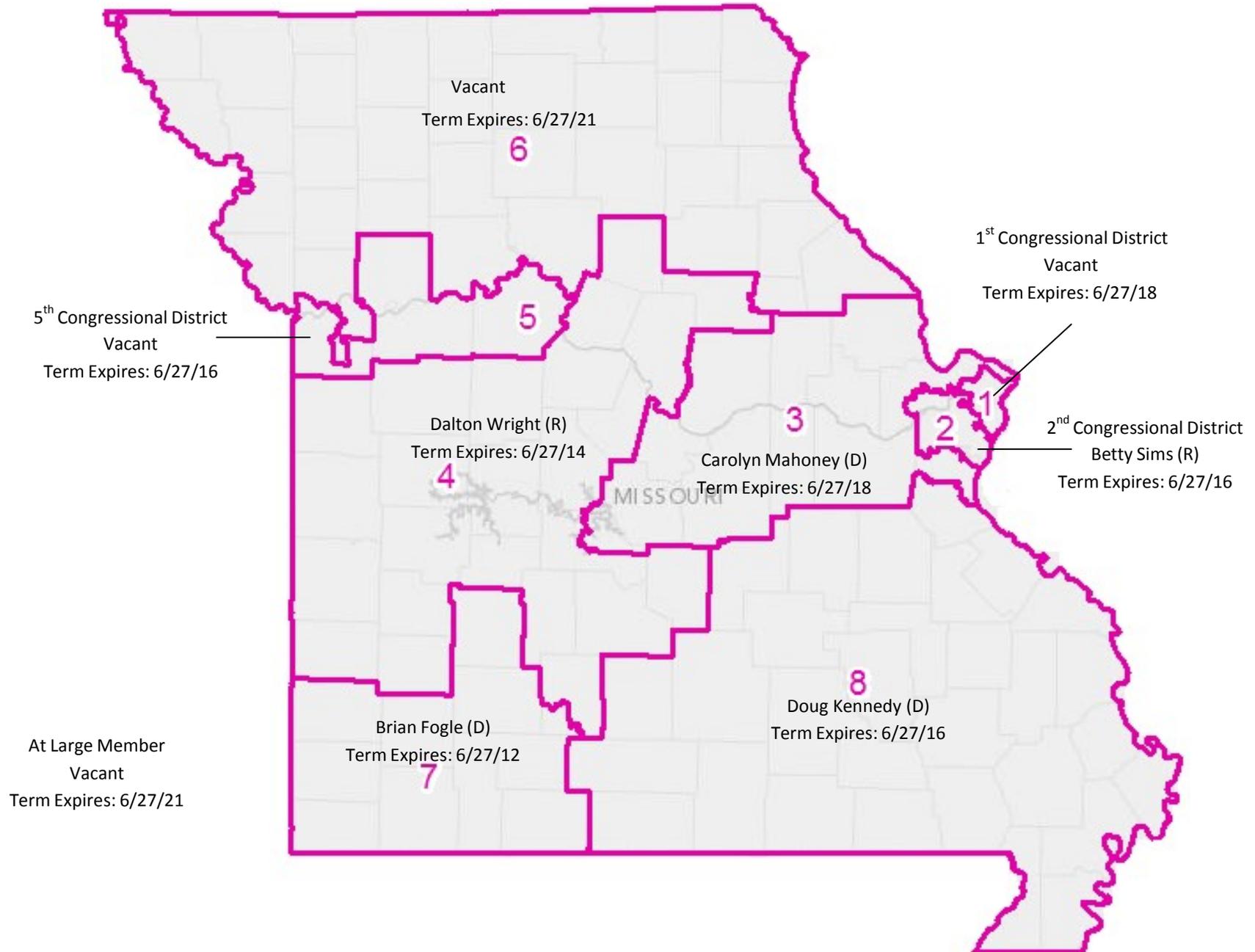
Coordinating Board for Higher Education  
Members by Congressional District

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Missouri's Congressional Districts

District	Description or boundary	Population
1	St. Louis County (part of) and St. Louis City	748,616
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	748,616
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles County (part of), Miller, Camden (part of)	748,615
4	Counties of Audrain (part of), Randolph, Boone, Howard, Moniteau, Cooper, Morgan, Camden (part of), Hickory, Benton, Pettis, Johnson, Henry, St. Clair, Cedar, Dade, Barton, Vernon, Bates, Cass, Dallas, Laclede, Pulaski, Webster (part of)	748,616
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	748,616
6	Counties of Lincoln (part of), Audrain (part of), Ralls, Marion, Shelby, Lewis, Monroe, Knox, Clark, Scotland, Schuyler, Adair, Macon, Chariton, Linn, Sullivan, Putnam, Mercer, Grundy, Livingston, Carroll, Caldwell, Daviess, Harrison, Worth, Gentry, DeKalb, Clinton, Clay (part of), Jackson (part of), Platte, Buchanan, Andrew, Nodaway, Holt, Atchison	748,616
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	748,616
8	Counties of Ozark, Douglas, Wright, Texas, Howell, Oregon, Shannon, Dent, Phelps, Crawford, Washington, Jefferson (part of), Iron, Reynolds, Carter, Ripley, Butler, Wayne, Madison, St. Francois, Ste. Genevieve, Perry, Bollinger, Cape Girardeau, Scott, Stoddard, Mississippi, New Madrid, Pemiscot, Dunklin	748,616

# Coordinating Board for Higher Education Members by Congressional District



**STATUTORILY REQUIRED FUNCTIONS OF THE COORDINATING BOARD FOR  
HIGHER EDUCATION /MDHE**

(as of November 1, 2013)

**Fiscal**

- Establish guidelines for appropriation requests by public four-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)
- 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 Coordinating Board for Higher Education (§ 173.030(4))
- Request appropriations to match U.S. Agency for International Development 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 the Department of Elementary and Secondary Education a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)<sup>1</sup>
- The coordinating board shall establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state. ( § 173.005.2(8))
- The coordinating board shall develop a policy to foster reverse transfer for any student who has accumulated enough hours by meeting specific statutory requirements to be awarded an associate degree. ( § 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every five years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to the governor and general assembly (§ 173.040)

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<sup>1</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.

- Report to Joint Committee on Education (§ 173.1006.2)

### **Academic Programs**

- Approve of proposed new degree programs to be offered by the state institutions of higher education (§ 173.005.2(1))
- If any institution of higher education in this state, public or private, willfully fails or refuses to follow any lawful guideline, policy or procedure established or prescribed by the coordinating board, or knowingly deviates from any such guideline, or knowingly acts without coordinating board approval where such approval is required, or willfully fails to comply with any other lawful order of the coordinating board, the coordinating board may, after a public hearing, withhold or direct to be withheld from that institution any funds the disbursement of which is subject to the control of the coordinating board, or may remove the approval of the institution as an approved institution within the meaning of section 173.1102 ( § 173.005.2(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 to what extent courses of instruction in the Constitution of the U.S., and of the state of Missouri, and in American History should be required by colleges and universities. (§ 170.011.1)
- Establish guidelines to facilitate student transfers (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with the Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)
- Permit fees from out-of-state public institutions to be used to cover the costs of administering out-of-state programs, except personnel costs (§ 173.005.2 (12) (b) b.)
- Develop a policy to promote reverse transfer which includes a statewide core transfer library of at least 24 lower-division courses across all institutions. (§ 173.005.2 (8))
- Require all public two-year and four-year higher education institutions to replicate best practices in remediation (§ 173.005.2 (6))

### **Institutional Relationships**

- Promote and encourage the development of cooperative agreements between Missouri public four-year institutions of higher education which do not offer graduate degrees and Missouri public four-year institutions of higher education which do offer graduate degrees for the purpose of offering graduate degree programs on campuses of those public four-year institutions of higher education which do not otherwise offer graduate degrees (§ 173.030(5))
- Encourage cooperative agreements between public four-year institutions that “do not” offer graduate degrees and those that “do” for the sole purpose of exploring program advantages (§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 with decisions relating to residence status of students (§ 173.005.2(7))
- 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 used to govern all public institutions of higher education that did not have a similar measure in place 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 Department of Elementary and Secondary Education 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 surveys to be used for local jurisdictions when 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
  - Make 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 Coordinating Board for Higher Education 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>2</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)

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<sup>2</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 Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for students who are employed 20 hours or more per week while attending school part time (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 Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- 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 waivers to certain students who have been in foster care or other residential care under the Department of Social Services (§ 173.270.1)
- May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

### **State Guaranty Agency under the Federal Family Education Loan Program<sup>3</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 activities

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<sup>3</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.

- Providing information to students and families on college planning, career preparation, and paying for college
  - Administering claims
  - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

### **Proprietary Schools**

- License and oversee all for-profit Missouri certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit Missouri certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in Missouri (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-Missouri institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)
- The Coordinating Board for Higher Education may establish appropriate administrative fees to operate certification program (§ 173.608.2)
- Allows for recertification every two years for institutions that have existed for at least five years combined with other requirements (§ 173.606.2)

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

- Missouri Higher Education Loan Authority (both the commissioner and a Coordinating Board for Higher Education 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)

### **Grants for Institutions/Faculty**

- Administer the Nurse Education Incentive Program (§ 335.203)
- Apply for, receive and utilize funds which may be available from private nonprofit foundations and from federal sources for research on higher education needs and problems in the state. (§ 173.050 (2))
- Serve as the official state agency to plan for, define and recommend policies concerning the allocation of federal funds where such funds, according to provisions of federal legislation, are to be received and allocated through an official state agency (§ 173.050 (1))