

MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

May 19, 2011

Nebraska Methodist College, Clark Room 3218
720 N. 87th Street – Omaha, Nebraska

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

Public notice of meeting

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON MAY 19, 2011. THE MEETING WILL BEGIN AT 9:00 A.M. AND ADJOURN AT APPROXIMATELY 1:00 P.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.

DR. JOYCE D. SIMMONS, CHAIR

Meeting called to order at 9:00 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Joyce Simmons called the meeting to order at 9:00 a.m. and asked for introductions.

Commissioners Present

Colleen Adam
Riko Bishop
Dr. Dick Davis
Eric Seacrest
W. Scott Wilson

Clark Anderson
Dr. Ron Hunter
Mary Lauritzen
Dr. Joyce Simmons
John Winkleblack

Commissioners Absent

Carol Zink

Commission Staff Present

Angela Dibbert
Katherine Green
Kadi Lukesh
Mike Wernhoff

Dr. Kathleen Fimple
Dr. Marshall Hill
Dr. Cerna Pfeil

*Dr. Dennis Joslin greets
Commissioners*

GREETINGS BY DR. DENNIS JOSLIN, PRESIDENT OF NEBRASKA METHODIST COLLEGE

2011 marks Nebraska Methodist College's 120th anniversary and 5th year in the present location. Nebraska Methodist College enrollment in the last five years has increased 40%. Dr. Joslin briefed Commissioners on the success of Nebraska Methodist College's distance education programs.

*Minutes of March 8, 2011
Commission meeting approved*

MINUTES OF MARCH 8, 2011 COMMISSION MEETING

Commissioner Adam moved that the March 8, 2011 minutes be approved. Commissioner Hunter seconded the motion. A roll call vote was taken, Commissioners Anderson, Bishop, Hunter, and Lauritzen abstained with all other Commissioners present voting yes.

*Chair Simmons speaks about
Nebraska College Access Summit*

CHAIRPERSON'S REPORT

Chair Simmons spoke about the Nebraska College Access Summit that was held at the Cornhusker on May 12, 2011. The Summit was hosted by the P-16 Initiative and EducationQuest for the purpose of discussing education topics in Nebraska and nation wide. Others from the Commission that attended were Dr. Hill, Dr. Pfeil, and Dr. Fimple.

Dr. Marshall Hill mentioned that Jamie Merisotis, President and Chief Executive Officer of the Lumina Foundation, made the following recommendations: 1) Nebraska should adopt goals that have specific outcomes/targets to be reached in terms of enrollments, graduation rates, changing of the ethnic balance, and so on; 2) Nebraska should implement performance funding for movement toward some of those goals; and 3) a standard metric should be used to evaluate progress.

Dr. Kathleen Fimple added that it was clear that we needed a data system.

*Ms. Green speaks about CACG and
ACE Plus Scholarship*

COLLEGE ACCESS CHALLENGE GRANT UPDATE

Ms. Katherine Green, Program Director, College Access Challenge Grant, stated that the Annual Performance Report was sent in to the U.S. Department of Education. Ms. Green briefed Commissioners about the ACE Plus Scholarship. ACE Plus awards scholarships to former ACE recipients that are full-time students in college.

*Ms. Kinney-Walker presents a power
point on the College Challenge
program*

Ms. Allison Kinney-Walker, Project Director for College Challenge at Nebraska Methodist College, gave a [Power Point](#) presentation. Ms. Kinney-Walker talked about the partnerships, programs, and progress of their program. The program is funded, in part, by the College Access Challenge Grant.

The partnership is between: Nebraska Methodist College, St. Luke United Methodist Church, and Burke High School. The programs are: 1) after-school tutoring/mentoring; 2) outreach events including: FAFSA Night, ACT preparation; leadership council; college visits; and social/cultural events; and 3) college savings program. Progress includes: 156 students served—average attendance is 75 students; 74% of students increased their GPA or stayed the same; 94% of seniors will be attending college; and in the college savings program—students have saved \$4,702 toward college.

Mr. Pruitt speaks about College 101

Mr. Chris Pruitt, Dean of Enrollment Management and Project Director for College 101 at Grace University, gave a brief overview of their program. The goal is to make sure that students know about education. The program is funded by the College Access Challenge Grant.

EXECUTIVE DIRECTOR'S REPORT

Kadi Lukesh speaks about quarterly budget report

Ms. Kadi Lukesh, Bookkeeper/Budget Coordinator & Office Manager, briefed Commissioners on the Commission's operating budget. Spending in the third quarter for the most part was uneventful. One item to note was that the Commission contracted with Larry Scherer, a former Commission employee, to assist with the revisions of LB 637 regarding out-of-state postsecondary education and new private postsecondary institutions within the state.

The Commission had paid \$90,000 of the \$95,000 MHEC dues for 2010-11. The remaining \$5,000 will be taken out of the Sunmart fund to cover the 2010-11 MHEC dues.

Dr. Hill speaks about Legislative bills of interest

Dr. Hill briefed Commissioners on current Legislative bills of interest and their progress. A [summary sheet](#) was distributed to Commissioners outlining the information discussed.

LB 617

Administrative Procedure Act was amended, requiring that the Commission provide a report to the Legislature on the status of any pending regulations.

LB 699

Changes to the Supreme Court judicial districts. Commissioner districts are determined by judicial districts but this change would not affect current Commissioners unless a Commissioner moves.

LB 58

The dual-enrollment study has been rolled into LB 637. This was signed by the Governor.

LB 372

Legislation regarding undergraduate certificates was also rolled into LB 637.

LB 386

This bill provides job training grants for interns. This is a good thing and will allow opportunities for many college students.

LB 637

LB 637 was designed to modernize, streamline, and clarify statutes under which the Commission approves out-of-state institutions to operate in Nebraska. The bill also establishes a complaint resolution process.

LR 198

This bill calls for an examination of the governance and coordination of postsecondary education in Nebraska.

Dr. Pfeil discusses biennial budget

Dr. Carna Pfeil, Associate Director of Finance & Administration, spoke about the biennial budget. The Governor signed the budget, in which CCPE will have to cut \$60,000 each year of the biennium.

Dr. Pfeil mentioned that Dr. Hill and the Executive Committee will be meeting after the Commission meeting to discuss the budget cuts and operating ideas.

Dr. Hill's updates and other reports

Dr. Hill spoke briefly about the IPEDS workshop and that Chair Simmons has appointed Commissioner Carol Zink as the representative for MHEC.

Adjourned for break at 11:08 a.m. Meeting resumed at 11:21 a.m.

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony regarding Matters of General Concern.

PUBLIC HEARING ON BUDGET, CONSTRUCTION AND FINANCIAL AID COMMITTEE ITEMS

There was no testimony regarding Budget, Construction and Financial Aid Committee items.

Chair Simmons moved that the public hearing on Budget, Construction and Financial Aid Committee items be closed.

BUDGET, CONSTRUCTION AND FINANCIAL AID COMMITTEE

Mike Wemhoff speaks about MCC Master Plan of Campuses

Mr. Mike Wemhoff, Facilities Officer, stated that in the past Commissioners have commented that they would like a better understanding of facilities in general. Metropolitan Community College just recently completed its master plan of campuses will present its long-range facilities plan.

Jim Grotrian presents a power point of MCC Master Plan of Campuses

Mr. Jim Grotrian, Executive Vice President, Metropolitan Community College, gave a **power point** presentation on Master Plan of Campuses. MCC chose JJR as the firm to update its master plan with a fresh new look. MCC wanted to best utilize existing campuses, avoid unnecessary duplication, and reduce expenses from campus to campus. JJR looked very closely at what programs MCC has at each location and how the programs fit into the future for MCC.

University of Nebraska Medical Center—Eppley Cancer Institute Renovation Proposal

The Budget, Construction and Financial Aid Committee recommended approval of the proposal.

Mike Wemhoff presents the proposal

Mr. Wemhoff presented the proposal information and answered general questions from Commissioners.

Proposal for Eppley Cancer Institute Renovation at UNMC approved

Commissioner Davis, on behalf of the Budget, Construction and Financial Aid Committee, moved to approve the proposal. A roll call vote was taken, with all Commissioners present voting yes.

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Steve Kollar from ITT Technical Institute

Mr. Steve Kollar, Director at ITT Technical Institute, spoke regarding the proposed Electrical Engineering and Communications Technology program. He explained the change in credit hours for this program.

Commissioner Hunter moved that the public hearing on Academic Programs Committee items be closed.

ACADEMIC PROGRAMS COMMITTEE

ITT Project Management Administration

ITT Technical Institute's proposal for a new instructional program: Project Management Administration (BS)

The Academic Programs Committee recommended approval of the proposed request to offer a new instructional program, Project Management Administration (BS).

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to Commissioners.

Proposal for Project Management Administration (BS) approved (ITT)

Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve the proposal from ITT Technical Institute for a new instructional program: Project Management Administration (BS). A roll call vote was taken, with all Commissioners present voting yes.

ITT Business Management

ITT Technical Institute's proposal for a new instructional program: Business Management (BS)

The Academic Programs Committee recommended approval of the proposed request to offer a new instructional program, Business Management (BS).

Dr. Fimple reviews the proposal

Dr. Fimple provided background information regarding the proposal.

Proposal for Business Management (BS) approved (ITT)

Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve the proposal from ITT Technical Institute for a new instructional program: Business Management (BS). A roll call vote was taken, with all Commissioners present voting yes.

ITT Technical Institute's proposal for a new instructional program: Electrical Engineering and Communications Technology (BS)

Due to a concern that the name of the program may be misleading to students, the committee did not provide a recommendation for action.

Dr. Fimple discusses the proposal

Dr. Fimple discussed the proposal. Recent conversations with ITT identified a demand for the program.

Dr. Hill comments on the proposal

Dr. Hill suggested that perhaps ITT could agree that in all publications and in all advertisements about this program there is a visible asterisk referring to language that we would agree upon that says this program does not prepare students for a career as licensed engineers or similar language.

Mr. Kollar responded that he could take this back to the marketing people to see if he could add the asterisk, but is not sure what will happen.

Dr. Hill suggested that the Commission consider an approval contingent upon ITT Technical Institute's willingness to insert in materials provided to Nebraska students that clarifies the program does not prepare students for professional licensure.

Proposal for Electrical Engineering and Communications Technology (BS) approved (ITT)

Commissioner Seacrest moved that the Commission approve the proposal from ITT Technical Institute for a new instructional program: Electrical Engineering and Communications Technology (BS), contingent upon ITT 's willingness to insert on materials provided to students in Nebraska clarification that this does not prepare students for professional licensure. Commissioner Davis seconded the motion. A roll call vote was taken, Commissioner Adam and Wilson voting no with all other Commissioners present voting yes.

Proposal for a letter to ITT concerning the program name of Electrical Engineering and Communications Technology (BS)

Commissioner Seacrest moved that there be a letter expressing Commission concern regarding the program name and suggesting a name change. Commissioner Davis seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

ITT Information Systems and Cybersecurity (BS)

ITT Technical Institute's proposal for new instructional program: Information Systems and Cybersecurity (BS)

The Academic Programs Committee recommended approval of the proposed request to offer a new instructional program, Information Systems and Cybersecurity (BS).

*Commissioner Winkleblack left the meeting at this time (12:38 p.m.)
Commissioner Winkleblack rejoined the meeting at this time (12:40 p.m.)*

Proposal for Information Systems and Cybersecurity (BS) approved (ITT)

Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve the proposal from ITT Technical Institute for a new instructional program, Information Systems and Cybersecurity (BS).

Existing Program Review approved by the Executive Director

Existing Program Review

Executive Director, Dr. Marshall Hill approved continuation of the following existing programs, whose productivity fell within Commission thresholds.

University of Nebraska Medical Center

Clinical Perfusion Education – Masters of Perfusion Science
Medical Family Therapy – Post-baccalaureate Certificate

University of Nebraska at Kearney

Philosophy – BA
Physics & Physical Science – BA/BS, BSE, BS

University of Nebraska-Lincoln

Philosophy – BA, BS
Physics – BA, BS
Physics and Astronomy – MS, PhD

University of Nebraska at Omaha
Philosophy – BA, BS, BGS
Religion – BS, BGS

Central Community College
Medical Lab Technician – AAS

Southeast Community College
Medical Lab Technician – AAS

Action item for Existing Program Reviews

The Academic Programs Committee recommended continuation of the programs at the University of Nebraska at Omaha – Physics (BA, BGS, BS); Physics Engineering (BS).

University of Nebraska at Omaha
Physics – BA, BGS, BS
Physics Engineering – BS

*Existing Program Review approved
(UNO)*

Commissioner Hunter, on behalf of the Academic Programs Committee moved to approve continuation of the following programs from the University of Nebraska at Omaha – Physics (BA, BGS, BS); Physics Engineering (BS). A roll call vote was taken, with all Commissioners present voting yes.

The Academic Programs Committee recommended to postpone the decision on Southeast Community College – Laboratory Science Technology (AAS), with a report due October 31, 2011 on need and justification for the program including placement rates.

Southeast Community College
Laboratory Science Technology – AAS

*Existing Program Review postponed
(SCC)*

Commissioner Hunter, on behalf of the Academic Programs Committee moved to postpone the decision on Southeast Community College – Laboratory Science Technology (AAS), with a report due October 31, 2011. A roll call vote was taken, with all Commissioners present voting yes.

WNCC Auto Body Technology

Western Nebraska Community College's Follow-up Report on Auto Body Technology

The Academic Programs Committee recommended continuation of the program, with the next regular program review due June 30, 2015.

Follow-up report on Auto Body Technology at WNCC accepted

Commission Hunter, on behalf of the Academic Programs Committee, moved to continue the program Western Nebraska Community College—Auto Body Technology, with the next regular program review due June 30, 2015. A roll call vote was taken, with all Commissioners present voting yes.

*Reasonable and Moderate
Extensions*

Information Items: Reasonable and Moderate Extensions

UNL – Early Childhood Special Education – graduate certificate

UNL – Autism Spectrum Disorders and Severe Disabilities – graduate
Certificate

UNL – Mixed Methods Research – graduate certificate

CCC – Quality Technology – diploma and certificate

Program Name Changes

Program Name Changes

CCC – Quality program to *Quality Technology*

CCC – Industrial Technology program to *Mechatronics*

Program Deletions

Program Deletions

CCC – Renewable Fuels Technology

*Next Commission Meeting:
July 21, 2011*

FUTURE MEETINGS

The next meeting of the Commission is scheduled for Thursday, July 21, 2011. The meeting will be held at St. Gregory the Great Seminary in Seward, Nebraska.

Meeting adjourned 1:03 p.m.

ADJOURNMENT

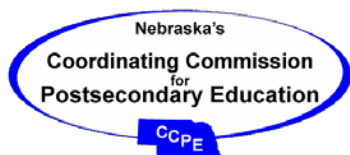
The meeting adjourned at 1:03 p.m.

Coordinating Commission General Fund - Program 640

	2010-2011 General Fund Budget	2010-2011 Current Expenditures	% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES			
Permanent Salaries	\$799,000	\$788,500	98.7%
Temporary Salaries	\$0	\$0	
Overtime	\$0	\$0	
Subtotal	\$799,000	\$788,500	98.7%
PSL	\$799,000	\$788,500	98.7%
Benefits	\$236,344	\$238,972	101.1%
Subtotal	\$1,035,344	\$1,027,472	99.2%
OPERATING EXPENSES			
Postage	\$3,000	\$3,059	102.0%
Communication	\$15,000	\$14,978	99.9%
Freight	\$100	\$0	0.0%
Data Processing	\$2,000	\$1,950	97.5%
Publication & Printing	\$11,000	\$7,598	69.1%
Awards Expense	\$150	\$24	16.0%
Dues & Subscriptions	\$12,000	\$12,899	107.5%
Conference Registration Fees	\$2,000	\$1,200	60.0%
Electricity	\$2,700	\$1,666	61.7%
Rent Expense	\$38,769	\$38,769	100.0%
Repair & Maintenance	\$100	\$0	0.0%
Office Supplies	\$1,500	\$1,790	119.3%
Food Expenses	\$1,200	\$949	79.1%
Education Supplies	\$250	\$287	114.8%
Account & Auditing Services	\$7,363	\$7,363	100.0%
Other Cont. Srvs & Travel Exp.	\$0	\$656	0.0%
Other	\$1,511	\$1,430	94.6%
Subtotal	\$98,643	\$94,618	95.9%
STAFF TRAVEL			
Board & Lodging	\$4,000	\$1,445	36.1%
Commercial Transportation	\$1,750	\$495	28.3%
State-Owned Transportation	\$1,500	\$1,129	75.3%
Mileage	\$750	\$319	42.5%
Other	\$250	\$34	13.6%
Subtotal	\$8,250	\$3,422	41.5%
COMMISSIONER TRAVEL			
Board & Lodging	\$1,750	\$1,670	95.4%
Commercial Transportation	\$0	\$0	0.0%
Mileage	\$7,500	\$6,449	86.0%
Other	\$25	\$0	0.0%
Subtotal	\$9,275	\$8,119	87.5%
CAPITAL OUTLAY			
Office Equipment	\$0	\$0	0.0%
Hardware	\$0	\$0	0.0%
Software	\$1,000	\$0	0.0%
Subtotal	\$1,000	\$0	0.0%
MHEC Dues	\$90,000	\$90,000	100.0%
TOTAL EXPENDITURES	\$1,242,512	\$1,223,631	98.5%
General Fund Appropriation	\$1,219,698	\$1,219,698	
Cash Fund Appropriation	\$10,768	\$10,768	
Federal Fund (old acct)	\$12,046	\$12,046 *	
Encumbrances & Carryover	\$0	\$0	
TOTAL APPROPRIATION	\$1,242,512	\$1,242,512	
Remaining Balance	\$0	\$18,881	1.5%

*The \$18,881 includes the federal funds of \$12,046. The federal funds can only be expended for specific purposes.

*The remaining \$6,835 will be carried forward into the 2011-12 budget to pay June, 2011 expenses that are not billed until July, 2011.



OUT-OF-STATE INSTITUTION PROPOSAL To Offer Programs in Nebraska

Institution: Sioux Falls Seminary, Sioux Falls, South Dakota

Programs: Master of Divinity (MDiv); Doctor of Ministry (DMin)

Institution's Existing Degree in Same or Similar Discipline: Both degree programs are offered on the Sioux Falls campus

Proposed Site(s) for Delivery: Omaha, Nebraska

Proposed Start Date: August 2011

Introduction

Sioux Falls Seminary is affiliated with the North American Baptist Conference and was known as North American Baptist Seminary until 2007. The seminary's origins date to 1858 in Rochester, New York. In 1949 the school was relocated to Sioux Falls.

Sioux Falls Seminary offers five master's degrees, three graduate certificates, and the Doctor of Ministry and enrolls about 125 students from a variety of religious denominations. It emphasizes a Bible-focused curriculum and hands-on ministry experiences. Recently the seminary has begun to reach out to students who cannot relocate to Sioux Falls or commit to seminary full time by developing personalized learning options, flexible scheduling, and online and hybrid courses.

Sioux Falls Seminary has been continuously accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools since 1979. It is also accredited by the Association of Theological Schools (ATS) (See Section H).

The classes for both degree programs would initially be offered on the Grace University campus in Omaha. The MDiv is also offered entirely online, along with a master of arts in Christian leadership. Courses would be available through this delivery mechanism if students needed more flexibility in scheduling.

Sioux Falls Seminary initially contacted the Commission in May 2010 regarding the process for approval in Nebraska. In January 2011 an application was received to offer two courses in spring 2011. Over several weeks, Commission staff communicated with the seminary regarding application fees and modifications to the application, including expanding it from two courses to two degree programs. During this period, the seminary offered the two proposed courses. The Commission made it clear to the seminary that no additional courses were to be offered while the application was pending, a condition with which they complied.

REVIEW CRITERIA

A. Demonstrated Need and Demand for the Program in the Area to be Served

High-----Low				
		√		

Sioux Falls Seminary reported that they held extensive discussions with several churches and colleges in Omaha and Lincoln. They determined that there was both need and demand for a doctor of ministry (DMin)

program and especially for a master of divinity (MDiv) program. The seminary states that the MDiv is the basic professional degree for ministers in virtually every Christian religion and that most denominations require it for ordination. The DMin is the terminal degree for ministers in practice. It requires less research than a Ph.D. and requires a final project focusing on some aspect of ministerial practice rather than a dissertation.

The seminary contacted Grace University, Creighton University, and Nebraska Christian College in the Omaha metro area. The proposal states that Grace and Creighton “welcome[d] the idea of direct local access to the Master of Divinity for their interested students.” Both volunteered a variety of services to assist Sioux Falls Seminary in their endeavor (see Sections B, C, D, F, and G.)

Representatives from the seminary also spoke with a variety of churches and associations including Christ Community Church, Covenant Presbyterian Church, the Evangelical Lutheran Church, the United Methodist Church, the American Baptist Conference, and an African-American church association in north Omaha. The Covenant Presbyterian Church pastor provided a letter stating that many of his church members, staff, and leaders would benefit from the opportunity Sioux Falls Seminary would provide.

Other institutions: There are no DMin or MDiv programs in Nebraska and no comparable programs in Omaha. Grace University offers a master of arts in Christian ministry with several concentrations. Creighton University has a master of arts in ministry and one in theology focusing on preparation for ministry within and the theology of the Roman Catholic Church. The proposed programs would be open to people of all Christian denominations. In states surrounding Nebraska, there are ATS accredited programs in four in addition to South Dakota. There are three in the Denver area, two in Dubuque in eastern Iowa, four in the Kansas City area, and seven more in other parts of Missouri.

Enrollment: The seminary consistently enrolls about 50 new students each year from within a 100 mile radius of Sioux Falls. Since the population within a 100 mile radius of Omaha is four times greater than that around Sioux Falls and there are no seminaries within that area, Sioux Falls Seminary estimates that there is the potential for up to 200 new students per year. Realistically, they would expect no more than 100, probably less. Their estimate for the doctoral program by itself is six to ten students per year.

It is clear that a MDiv and DMin would fill a gap in the currently available offerings in the Omaha area. The need and demand identified in the proposal is based on conversations with pastors, congregations, and college deans.

B. Quality of Program of Instruction to be Offered in the State

High-----Low				
	✓			

The curricula and requirements for the two programs are identical to those for the programs offered on the Sioux Falls campus. The MDiv program requires 90 semester credit hours distributed over seven main

categories: language, Bible, spirituality and church history, theology and ethics, educational ministries, preaching and pastoral ministries, and intercultural studies. In addition, students must participate in a colloquium, a supervised ministry experience, and a course in graduate theological research.

The DMin program consists of 30 semester credit hours comprised of three core courses, a foundations seminar, three directed learning experiences, an online research and writing seminar, a final project seminar, and the final project itself.

Both programs follow the standards of the ATS for their respective degrees. The 90 hours required for the MDiv is considerably longer than the typical academic master's degree (commonly 36 hours). However, the ATS standard for the MDiv states: "In order to fulfill the broad educational and formational goals of the MDiv, the program requires a minimum of three academic years of full-time work or its equivalent." (Standard A.3.3) Fulltime work of 15 credit hours per semester for three years would result in 90 credit hours.

The ATS standard for the DMin degree states: "The DMin program shall require the equivalent of one full year of academic study and, in addition, the completion of the project. Normally, the degree shall require not less than three nor more than six years to complete, although the Commission on Accrediting may approve alternative degree designs." (Standard F.3.3)

Sioux Falls Seminary has a formal transfer of credit agreement with Grace University for the MDiv degree. There are several provisions, including the ability of Grace students to transfer up to 60 credit hours earned in a graduate program at Grace to the MDiv. Creighton University has verbally committed to a similar transfer agreement; legal departments are finalizing the document. Completion of certain undergraduate religion courses would also enable advanced standing in the MDiv program.

C. Quality of Teaching Faculty

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Initially, faculty on the Sioux Falls campus would travel to Omaha to teach the courses. There are 13 full-time and 50 adjunct faculty members. Of the full-time faculty, six hold PhDs, three have Doctor of

Ministry degrees, two have EdDs, one holds a PsyD, and one, who is an instructor in youth ministries, holds both an MA and an MDiv. All are appropriately credentialed for the courses they teach. Among the adjunct faculty, two have baccalaureate degrees, 25 hold master's degrees, and 24 have doctorates. The seminary also states that the academic deans at Creighton and Grace Universities are willing to have their faculty serve as adjuncts if needed.

D. Quality of Library and Support Services

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Students would have full access to the Grace University library (specified in the transfer agreement). The seminary reports that Creighton and the University of Nebraska at Omaha have pledged to make their library

resources available as well. Students would also have online access to the Sioux Falls Seminary library.

The proposal did not discuss support services such as admissions or financial aid personnel. However, during the public hearing, the arrangements for these services were described and appear adequate.

E. Legal Form and Ownership

Sioux Falls Seminary is a non-profit organization with IRS 501 (c) 3 status. The proposal included documents filed with the Nebraska Secretary of State to operate in Nebraska.

F. Financial Soundness & Ability to Fulfill Commitments to Students

High-----Low				
			√	

The Commission looks at an institution's financial stability to assess whether or not the institution will be able to provide the programs and services it proposes in its application. Sioux Falls Seminary provided audited financial statements for the fiscal years ending June 30, 2009 and 2010. They also supplied a copy of their current operating budget estimates and an estimate for 2012. The seminary acknowledged that "the recent recession diminished our financial position. However, Sioux Falls Seminary has the financial resources to fulfill commitments to students." The financials were reviewed by the Commission's Associate Director for Finance and Administration, who expressed concern over several aspects of the financial situation. (The full staff analysis begins on page 8.) Significant issues include:

- Outstanding debt, including a line of credit for construction of a new facility, debt to individuals, and interest expense
- An irrevocable line of credit required by the U.S. Department of Education for the institution to maintain eligibility for federal financial aid
- A decrease in contributions coupled with the permanent restriction of endowment funds
- A determination by the HLC that the financial status of the seminary requires monitoring in the form of a financial recovery plan and subsequent progress report

Although these are serious concerns, the agreement between Sioux Falls Seminary and Grace University allows the seminary to offer classes at little cost. With minimal additional overhead, the seminary may be able to increase its revenue based on classes offered in Omaha and improve its financial situation. Should the school ever need to cease operations in Nebraska, students would be able to complete the MDiv through online offerings.

Tuition: The tuition for master's level courses is \$565 per semester credit hour. For the 90 hours required for the MDiv, the tuition would be \$50,850. The DMin program cost is \$11,520 (\$384 per semester credit hour). Most students are working as pastors with modest incomes. The lower DMin tuition is in deference to their limited financial circumstances.

The graduate tuition rate at Creighton is \$704 per credit hour, although there are many discounts available. Grace University charges \$430 per credit hour.

The seminary provided a copy of the college catalog, including the federal return policy for Title IV funds (financial aid), college withdrawal policy, and college refund procedures.

G. Program Location

All courses would be offered on site in Omaha, many at Grace University. Grace has agreed to provide classroom space at no charge. The university campus is located at 1311 S. 9th Street, near a bus route and close to downtown Omaha's business district and Old Market area. In fall 2011, two classes would be held at Grace and two at Covenant Presbyterian Church, located at 15002 Blondo Street, in west Omaha. Covenant Presbyterian has also agreed to provide classroom space to Sioux Falls Seminary at no cost. Creighton University has expressed

interest in hosting classes as well and may do so in the future. Other potential future sites include Nebraska Christian College and locations at churches throughout the city.

H. Accreditation

Sioux Falls seminary is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Accredited since 1979, the seminary is authorized to offer master's degrees and the Doctor of Ministry.

The seminary is also accredited by the Association of Theological Schools Commission on Accrediting, a national accrediting body recognized by the United States Department of Education. The ATS first accredited the seminary in 1968.

I. Transferability of Credits

Since Sioux Falls Seminary is accredited by the Higher Learning Commission, students should be able to transfer credits in the same manner as they transfer credits earned at any other regionally accredited institution. These are specialized programs and the number of institutions offering similar programs might limit transfer. There are, however, 260 graduate schools located throughout the United States and Canada that are members of the Association of Theological Schools. Like the HLC, membership in ATS does not guarantee transferability of credits.

Public Hearing

A public hearing was held on June 14, 2011, at the State Office Building in Omaha, 1313 Farnam Street, room 229. Commissioner Clark Anderson attended the hearing and Commissioner Riko Bishop served as hearing officer. The Commission staff was represented by Marshall Hill, Carna Pfeil, Kathleen Fimple, and Miste Adamson-DaMoude. Several representatives from Sioux Falls Seminary were present.

Kathleen Fimple entered into the record two letters received supporting the application, one from Grace University and one from Covenant Presbyterian Church in Omaha. Sioux Falls Seminary entered into the record a copy of the agreement with Creighton University. All are included following page 11 of this document.

Dr. Ron Sisk, Academic Vice President for the seminary, explained the school's interest in the Omaha area. The seminary wants to expand the options for students in the northern plains states while also expanding its student base. Omaha is one of the largest metropolitan areas in the United States without a seminary offering a Master of Divinity. The pastors of several local churches have expressed interest in the doctoral program, especially those who are mid-career and in a position to extend their education.

In response to questions from the Commissioners and staff, Dr. Sisk, Mr. Jason Klein, CFO, and Mr. Nate Helling, director of enrollment, provided the following information:

- Four classes are planned for the fall, two at Grace University and two at Covenant Presbyterian
- A variety of scheduling will be used to accommodate working adults
- There are Nebraska students enrolled online and on campus in Sioux Falls who would like to take face-to-face classes in Omaha
- The financial status is ratio driven, based on liquidity, income, and debt. The recovery plan is to reduce the debt and increase cash reserves. The school has cut the operating budget by \$400,000, primarily by reducing faculty.

- The \$5.5 million loan for the new campus has been extended for two years at the recommendation of the bank (rather than turning it into a 30-year mortgage).
- The unsecured notes have been secured for three to five years instead of one.
- Depreciation is greater than net loss, so the school should have positive cash flow next year.
- Donors who delayed giving during the recession are now coming forward and the giving has exceeded the seminary's projections.
- Student services are in place for students who take online courses, so Omaha students would have access to these. In addition, Mr. Helling would initially spend considerable time in Omaha. As enrollment grows, a permanent position would be created for a student services person in Omaha.
- Faculty from Sioux Falls would be paid an overload salary for teaching in Omaha. The primary cost difference between seminary faculty and local adjunct faculty is in travel.
- A class must have at least five students enrolled for it to be offered. The tuition for five students covers the cost of instruction with some profit.
- The seminary has been in contact with both the HLC and ATS regarding their plans and any requirements for additional approval from those accrediting bodies.
- In the unlikely event that the seminary should have to cease all operations, faculty would be retained to assist students in completing courses and arrangements would be made with other institutions.

Four people testified in support of the application.

Rev. Robin D. Stops, Executive Minister of the American Baptist Churches of Nebraska, reported that his association helps churches find pastors. In searching a national database of available pastors, he would traditionally receive about 1,500 hits. Recently this has declined to about 400 with only about 60 willing to consider coming to Nebraska. There is an increasing need for bi-career pastors and an increasing number of second career pastors who need flexible scheduling in their education.

Rev. Onnie Drain is pastor of Parkside Baptist Church in Omaha and a graduate of Sioux Falls Seminary. She stated that she arranged a meeting with seminary representatives and the interdenominational ministerial alliance in Omaha. She viewed the meeting as one filled with excitement and eagerness at the prospect of a seminary in the city. As a pastor and alumna, she has recommended Sioux Falls Seminary to students because of the quality of the faculty and the quality education she received there.

The Rev. Dr. Kevin McDonald, executive pastor of Covenant Presbyterian Church in Omaha, described his congregation as supportive of the seminary with potential for significant financial support. The church has extensive ministries in Sudan and Nicaragua and would welcome students on these missions as part of their educational experience.

Dr. Todd Salzman, chair of the theology department at Creighton University stated that seminary representatives had met with a variety of administrators at Creighton and that the Academic Vice President and the dean of education and dean of the college of arts and sciences are all very supportive of the application. As a faculty member, he feels that the seminary would provide a great opportunity to expand educational offerings in the area. The

program would complement Creighton's offerings and the agreement and cooperation between the two institutions would exemplify the university's philosophy of ecumenism.

There was no opposition or neutral testimony.

Committee Comment: Sioux Falls Seminary is regionally and programmatically accredited. The program curricula and faculty credentials meet common standards. There are no programs in Nebraska of the types proposed; there is an expressed interest in having them available in Omaha. The financial condition of the institution is the primary concern. While it has weathered the recession and, unlike many small seminaries nationally, remained open, it is in very significant financial distress. The seminary's belief and hope is that additional donations and increased revenue from students in Omaha will improve their financial standing.

Committee Recommendation: Approve the application of Sioux Falls Seminary, with the following conditions:

- 1) the seminary shall submit its annual audited financial statements for a period of five years,
- 2) the seminary shall notify the Commission of any significant event, either positive or negative, that may affect the financial and/or accreditation status of the institution, and
- 3) approval is received from the Higher Learning Commission and the Association of Theological Schools Commission on Accrediting and that students are informed of the status of accreditation for the Omaha location.

Reporting requirements for newly approved institutions were changed with the passage of LB 637. If approved to operate in Nebraska, Sioux Falls Seminary would be subject to those requirements. The process and forms for that reporting are currently under development. All institutions will be individually notified when the process and forms have been finalized.

**University of Missouri-Columbia
Master of Arts in Library Science**

Request to Extend Approval to Offer a Program in Nebraska

Background

The University of Missouri-Columbia received authorization from the Commission to offer the Master of Arts in Library Science in Nebraska in fall 2001. The university is accredited by the Higher Learning Commission of the North Central Association. The MA program is accredited by the American Library Association (ALA).

The original authorization was for five years and received the full support of the Nebraska Library Commission, Lincoln City Libraries, and the University of Nebraska at Omaha. In 2007 the university applied for and received an extension that ended on December 31, 2010. Recent activities brought to light the fact that the approval had expired. Commission staff suggested that the University of Missouri immediately apply for an extension through 2011. The short time frame is due to requirements identified in LB 637. By the end of 2011 all out-of-state institutions will need to apply for reauthorization.

Information From Previous Applications

- The University of Missouri-Columbia has in place an agreement with UNO to ensure physical locations in Omaha for the class meetings and to cooperate with the school media program in UNO's College of Education.
- The curriculum is the same as that offered on the Columbia campus, requiring 36 semester credit hours for the degree.
- In addition to the courses offered at UNO, courses are offered online.

Summary

University of Missouri-Columbia is making application to extend the approval to offer a Master of Arts in Library Science through 2011. In re-applying, the university provided the following information:

- UNO originally contacted the University of Missouri because Nebraska did not have an ALA accredited program and there was a need for one in the state.
- Dr. Rebecca Pasco at UNO has been instrumental in scheduling and teaching courses. She remains committed to working with the University of Missouri to provide the classes.
- Unlike other online library science programs, the University of Missouri program offers a face-to-face experience in the initial courses, thus exposing students to the Nebraska library network early in their education.

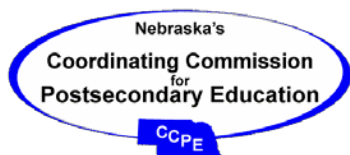
- Nebraska students pay Missouri in-state tuition and have simplified registration.
- As of 2010, 89 Nebraskans have earned a master's degree through this program. There are currently an additional 66 students enrolled.
- The average GPA for Nebraska students in the program is 3.58.
- Graduates are known to hold the following positions: library director at Grace University, director of patron services at UNO, library supervisor III at Lincoln City Libraries, and branch manager at Omaha Public Libraries.

Committee Comment

The lapse in the approval for the University of Missouri was inadvertent. UNO clearly supports the program and the number of graduates indicates both need and demand for an MA in Library Science.

Committee Recommendation

Extend the approval through 2011 for the University of Missouri-Columbia to offer the Master of Arts in Library Science in Omaha.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center
Program: Emergency Preparedness
Award: Post-baccalaureate Professional Certificate
Institution's Existing Degree(s) in Same or Similar Discipline: Master of Public Health
Proposal Received by Commission: May 2, 2011
Proposed Start Date: August 22, 2011

Description

UNMC's Center for Biopreparedness Education is located within the College of Public Health. Since 2002, when the Nebraska Department of Health and Human Services commissioned the state's two medical schools to join forces to establish the center, it has worked to enhance preparedness skills and knowledge in the areas of medical preparedness, first responder preparedness, public health preparedness, and business/industry preparedness. The center has developed many instructional materials and offered a variety of non-credit educational opportunities in its eight year history. An academic course was piloted in 2009.

The proposed certificate would require 18 graduate level, semester credit hours. Four courses are core emergency preparedness courses; two are elective courses from other areas. The program would be offered on-site and by distance learning technologies.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
<u> √ </u>

UNMC reports that although emergency response is often tailored to the specific event, basic concepts are common to all disasters.

Knowledgeable and experienced leadership is lacking, as is academic research. UNMC cites a 2005 public health workforce study conducted in six states that identified several issues in the field of emergency preparedness:

- Emergency response is a relatively new field.
- The lack of advanced education is a barrier to upgrading staff and programs.
- Lack of partnerships with local public health and emergency response agencies contributes to a lack of collaboration with academic institutions.
- Senior staff members in both public health and emergency management are rapidly being lost to retirement.

According to UNMC, hospital accrediting bodies have added emergency preparedness to the requirements for continued accreditation and often make federal funding contingent on successful reviews. Many hospitals have added emergency response personnel to help their facilities meet this requirement. While not required, many businesses and industries have done the same.

B. Demand for the Program

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

In preparation for development of the curriculum for the certificate program, UNMC reports that they studied the curricula from all existing academic preparedness programs across the country. Needs assessment data were analyzed to determine educational gaps. The center's staff and regional experts developed a curriculum based on the core focus areas of the federal Department of Homeland Security (prevent, protect, respond, and recover).

UNMC recognizes the difficulty of recruiting students to a program in a relatively new field. They have identified currently practicing healthcare providers as an important target audience and intend to market the program through continuing education venues. They anticipate initially admitting five to eight students each semester, with 20 students the maximum enrolled at any one time. This is a reasonable projection since the 2009 pilot course attracted 20 master's and doctoral students.

C. Avoidance of Unnecessary Duplication

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The proposal did not address this topic. There are numerous graduate certificate programs nationally in emergency management, many available online. Most are located on the eastern and southeastern

coasts, although the University of Colorado at Denver offers a graduate certificate in emergency management policy and planning. Although the proposed program does not duplicate any in Nebraska, it appears that there are many online options for Nebraska students.

D. Resources: Faculty/Staff

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

UNMC reports that the major staff requirements would be time for existing faculty at the center to teach the new courses and serve on an admission and program committee. The program committee would be

composed of one faculty member from epidemiology, one from health promotion, social and behavioral health, and one student. The budget figures for faculty represent a portion of faculty and staff time.

E. Resources: Physical Facilities/Equipment

The existing facilities in the College of Public Health and at other UNMC locations would be sufficient to offer the program.

F. Resources: Library/Information Access

UNMC states that all necessary resource materials are located in the Center for Biopreparedness Education and catalogued in UNMC's McGoogan library.

G. Budget –Note that there are no estimates for tuition and fees, figures that would increase the total anticipated revenues.

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS

As reported by UNMC

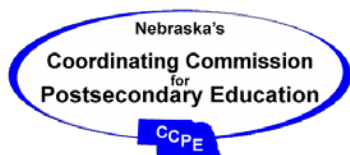
PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$43,116.56	Reallocated Funds*	\$43,636.86
General Operating	\$520.30	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	
Five-Year TOTAL	\$43,636.86	Five-Year TOTAL	\$43,636.86

*Primarily Programs of Excellence funds.

Committee Comment: The Center for Biopreparedness Education was created shortly after the September 11 attacks on the U.S. Heightened awareness of emergency preparedness has been prominent in the country since that time. Many recent natural disasters, however, including the floods of 2011 on the Great Plains, also speak to the need for formal training in emergency response.

Committee Recommendation: **Approve**

First Program Review Date: **Due June 30, 2012** (The review date for this, and the next three programs, is the year in which the College of Public Health is reviewed in the Commission's seven year cycle.)



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center

Program: Infectious Disease Epidemiology

Award: Post-baccalaureate Professional Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: Master of Public Health; Health Promotion and Disease Prevention Research (PhD)

Proposal Received by Commission: May 2, 2011

Proposed Start Date: Fall, 2011

Description

Epidemiology is the branch of medical science that deals with the incidence, distribution, and control of disease in a population. The proposed program would offer instruction on the concepts, methods, and application of epidemiological principles as they relate to infectious disease. Topics include study design, data collection, analyses, and interpretation of data findings.

This inter-departmental program would require 18 graduate level, semester credit hours, available on either a full-time or part-time basis. All courses would be drawn from three areas: epidemiology, biostatistics, and infectious disease. Four courses are required; students can select the remaining two courses from a list of three. The program would be delivered on-site and via distance learning technologies. No new courses would be needed.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

UNMC reports that while many infectious diseases are under control in developed countries, they remain the major cause of death in developing nations. Even in developed areas, emerging diseases, such as SARS, avian flu, and H1N1 flu, threaten populations. Other diseases, such as malaria, tuberculosis, and bacterial pneumonias are developing resistance to numerous drugs.

Coupled with the threat of disease is the lack of preparation of many public health workers. UNMC cites a 2006 survey conducted by the Council of State and Territorial Epidemiologists (CSTE) that revealed that 46% of epidemiologists working in state and territorial health departments had no formal training in epidemiology. The CSTE recommends that 80% of the workforce should have such training. The CSTE also reported that 35% of epidemiologists are assigned to infectious disease epidemiology and that an estimated 34% more are needed than are currently employed.

In addition to educating people in Nebraska, the program would allow UNMC to work with educational institutions in other countries and reach regions in the world that would especially benefit from the education.

B. Demand for the Program

High-----Low				
		√		

UNMC's intended students are graduate students, public health professionals, laboratory professionals, physicians, nurses, veterinarians, and other health professionals. The university estimates that five to eight students would enroll each fall for the first two years of the program. A maximum of 16 students would be admitted. The projected enrollment is reasonable, especially since the pool of potential students is broader than many in the College of Public Health.

C. Avoidance of Unnecessary Duplication

High-----Low				
	✓			

The proposal did not address this topic. There are numerous graduate certificate programs nationally, although the focus varies. Many concentrate strictly on epidemiology. There are no other infectious disease epidemiology programs in the state. The closest comparable program is the University of Iowa College of Public Health's certificate in Emerging Infectious Disease Epidemiology.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNMC reports that no additional faculty would be needed since all the courses are currently being offered during the regular academic calendar year. Faculty would need to serve on an admission and academic committee. The academic committee would be composed of two faculty members from epidemiology, one from biostatistics, and one student. The budget figures for faculty represent a portion of faculty and staff time.

E. Resources: Physical Facilities/Equipment

No new facilities or equipment would be needed since the program would utilize existing courses.

F. Resources: Library/Information Access

No additional resources would be needed since the program would utilize existing courses whose needs are met by the academic resources in UNMC's library.

G. Budget—Note that there are no estimates for tuition and fees, figures that would increase the total anticipated revenues.

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS As reported by UNMC

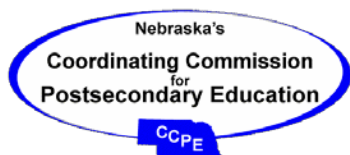
PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$32,950.90	Reallocated Funds*	\$33,471.20
General Operating	\$520.20	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	
Five-Year TOTAL	\$33,471.20	Five-Year TOTAL	\$33,471.20

*From Programs of Excellence funds and state-aided funds.

Committee Comment: There is clearly a need for advanced knowledge and education regarding the processes involved in the development and spread of infectious diseases, as well as containment, treatment, and prevention. Documentation of local demand is not strong, but recent regional cases of H1N1 flu and west Nile virus suggest Nebraska health professionals would be interested in this program. In addition, there is little new cost associated with offering the certificate.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2012



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center

Program: Maternal and Child Health

Award: Post-baccalaureate Professional Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: Master of Public Health with a concentration in Maternal and Child Health

Proposal Received by Commission: June 20, 2011

Proposed Start Date: August 22, 2011

Description

The proposed program would provide students the knowledge of, and skills to address, persistent and emerging issues related to maternal and child health. The program would pay special attention to the inequalities in maternal and child health across different populations.

The curriculum would consist of 18 graduate level, semester credit hours: six hours in core courses from the Master of Public Health (MPH) curriculum and 12 hours of courses directly related to maternal and child health. The competencies identified for the courses follow those developed by the Association of Teachers in Maternal and Child Health. No new courses would be required. The program would be delivered both on-site and by distance learning technologies.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNMC reports that there is a need for education in a variety of both long-standing and new issues related to maternal and child health in the United States. The issues include pre-term births, infant mortality,

maternal mortality, obesity, and harmful behaviors such as binge drinking and smoking, especially among adolescents. There are also identified inequalities in maternal and child health across different populations, especially when they are coupled with problems related to poverty, food security, and lack of access to health services.

UNMC states that different potential audiences have voiced their need for a certificate program. This is especially true for working professionals who cannot devote their time to a full MPH degree. More detailed information would be useful to determine the need in the state.

B. Demand for the Program

High-----Low				
		√		

The expected enrollment is at least five students in the initial class with increases as the program develops.

This is a program likely to attract public health practitioners in rural areas. Five students is a reasonable expectation, but stronger documentation for that estimate would be helpful.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are no similar programs in Nebraska. UNMC reports that nationally most public health schools have maternal and child health as a major domain. While that topic is covered in other programs at UNMC, such as nursing, the focus on the public health aspect is absent.

D. Resources: Faculty/Staff

High-----Low
√

The curriculum for the recently created concentration in maternal and child health in the MPH program will provide the courses needed for the certificate. Therefore, no new faculty would be needed, although some faculty time would be required for service on standing committees. All courses are offered during the regular academic calendar year. UNMC states that the Department of Health Promotion, Social and Behavioral Health has the appropriate resources to manage the addition of the certificate program.

The amounts for faculty listed in the budget represent the percentage of the current faculty's time that would be spent in teaching or administering this program.

E. Resources: Physical Facilities/Equipment

No new facilities or equipment would be needed since the program would utilize existing courses.

F. Resources: Library/Information Access

No additional resources would be needed since the program would utilize existing courses which presumably have sufficient informational resources in place.

G. Budget

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS As reported by UNMC

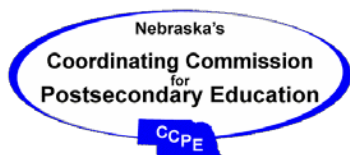
PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$165,915	Reallocated Funds*	\$32,400
General Operating	\$6,100	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	\$139,615
Five-Year TOTAL	\$172,015	Five-Year TOTAL	\$172,015

*From Programs of Excellence funds and state-aided funds. The funding source should transition to all (or primarily) tuition as the program grows.

Committee Comment: Documentation of need and demand in Nebraska is minimal. However, national trends suggest that there would be a need in the state as well. Additionally, there is little added cost for offering the certificate.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2012



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center
Program: Community Oriented Primary Care
Award: Post-baccalaureate Professional Certificate
Institution's Existing Degree(s) in Same or Similar Discipline: Master of Public Health
Proposal Received by Commission: June 20, 2011
Proposed Start Date: August 22, 2011

Description

The proposed certificate is based on the concept of combining primary care, community orientation, and public health. Health care providers recognize that comprehensive care requires intervention for problems encountered outside the clinical setting. The program would train students in a practical model of delivery of healthcare in which the health services are coordinated with other sectors and services within the community.

The program would require 18 graduate level, semester credit hours and be available on a full-time or part-time basis. Three of the courses are core courses from the Master of Public Health (MPH) program, two are courses directly related to community oriented primary care, and the last is an elective selected by the student to best meet his or her specific interest or needs.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNMC cites the federal Health Resources and Services Administration and the Association of Schools of Public Health who both state that there is a shortage of public health workers as well as a deficit in academic training. According to the proposal, demand for a professional certificate in community orientation of health services is most often expressed by working healthcare professionals. A second group interested in the field is administrators of local health departments and their employees. Many potential students are employed in small towns and do not have the time or desire to pursue a complete MPH degree.

While the statements provided are broad and probably a summary of national trends, it is logical that a similar trend would exist in Nebraska.

B. Demand for the Program

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The only other program of this type in the U.S. was created in 2009 (see section C.) According to UNMC, it has expanded rapidly and is likely to be indicative of the demand in Nebraska, which is also evidenced by the number of inquiries from local healthcare providers. In addition to working professionals, the program may also attract UNMC students from other concentrations in the MPH as well as students in other graduate programs. The estimated enrollment is five students, based on the number of inquiries from people in the Nebraska region. UNMC anticipates enrolling no more than ten students in future years.

C. Avoidance of Unnecessary Duplication

High-----Low
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

UNMC reports that the only other community oriented primary care certificate in the United States is at George Washington University in Washington, D.C.

D. Resources: Faculty/Staff

High-----Low
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The three MPH core courses are taught twice per year. These and the specialty courses would be taught by existing faculty, so no new resources would be needed. The budget reflects the time of existing faculty, as well as a portion of a support staff person's time.

E. Resources: Physical Facilities/Equipment

No new facilities or equipment would be needed since the program would utilize existing courses which are fully supported with computer labs and other instructional equipment.

F. Resources: Library/Information Access

No additional resources would be needed since the program would utilize existing courses whose needs are met by the academic resources in UNMC's McGoogan library.

G. Budget

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by UNMC

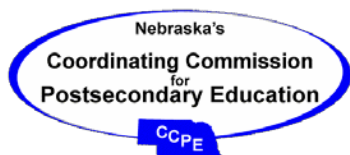
PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$165,903	Reallocated Funds*	\$32,400
General Operating	\$6,112	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	\$139,615
Equipment		Other	
Five-Year TOTAL	\$172,015	Five-Year TOTAL	\$172,015

*From Programs of Excellence funds and state-aided funds. The funding source should transition to all (or primarily) tuition as the program grows.

Committee Comment: Given the complexities of society in the 21st century, a community oriented approach to primary health care should prove a valuable tool for healthcare providers.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2012.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln
Program: Microbiology
Award: Bachelor of Science (BS), conferred by either the College of Arts and Sciences or the College of Agricultural Sciences and Natural Resources

Institution's Existing Degree(s) in Same or Similar Discipline: None; courses are offered in microbiology by several departments

Proposal Received by Commission: May 2, 2011

Proposed Start Date: Fall 2012

Description

UNL offers microbiology courses in the School of Biological Sciences in the College of Arts and Sciences and in the Departments of Agronomy and Horticulture; Biochemistry, Food Science and Technology; Plant Pathology; and Veterinary and Biomedical Sciences in the College of Agricultural Sciences and Natural Resources. However, there is no microbiology major.

The proposed program would allow students to earn a microbiology degree consisting of 125 semester credit hours: 13-14 hours of core microbiology courses, 45-46 hours of required math and science courses, 49-55 hours of general education and other college requirements, and 12-18 hours of microbiology electives. Within the electives, students would be able to focus on one of five areas: general microbiology; clinical and veterinary microbiology; food microbiology; biotechnology and industrial microbiology; and applied, environmental, and plant microbiology. The focus area would determine if the degree would be awarded by the College of Arts and Sciences or the College of Agricultural Sciences and Natural Resources. The range of focus areas reflects the variety of employment options available to students with a degree in microbiology.

The proposed curriculum meets the educational requirements for professional certification as a Registered Microbiologist by the National Registry of Certified Microbiologists.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNL reports that microbiology is unusual in that there are many different career paths one can follow with an undergraduate degree. The national focus on developing biofuels, for example, will likely lead to jobs for microbiologists. One of the most promising is the use of algal microorganisms to make oil. UNL faculty have recently secured NSF funding for a Research Experiences for Undergraduates program in Bioenergy Systems.

A second area in the national spotlight is improving food safety and gut health. Microbiology faculty also have funding for a Summer Research Opportunities program in Virology. Other potential career areas include clinical microbiology, industrial microbiology, environmental microbiology, and biotechnology.

The University cites the Nebraska Department of Labor's (DOL) prediction that from 2006 to 2016 there will be an increase of 31% in healthcare practitioners and technical occupations and a 19.7% increase in life, physical, and social science occupations. UNL's Innovation Campus will also require many research technicians as it evolves.

Like employment in many academic fields, jobs in microbiology are difficult to attach a title to and therefore difficult to search for in the DOL database.

B. Demand for the Program

High-----Low				
		√		

Since there are no microbiology programs in Nebraska, students are going elsewhere for their education, according to UNL. They estimate that 100 undergraduates would major in microbiology within the first two years and that the program would level off within five years to about 150 students. Some of these projections are presumably based on the fact presented by UNL that nationally microbiology departments generally have 50 to 200 undergraduate students. It may also be based on enrollments in existing microbiology courses, although that was not stated.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

There are no microbiology baccalaureate degrees offered in Nebraska. Neighboring states offer microbiology degrees through biology departments (University of Kansas) or microbiology departments in medical schools (University of Iowa). The degree at Iowa State University is offered through the departments of plant pathology and animal science. UNL states that since the proposed program is interdepartmental and intercollegial, it would offer a more diverse education in the field than any of those in adjacent states.

D. Resources: Faculty/Staff

High-----Low				
	√			

In 1975 UNL's department of microbiology was merged with the departments of botany and plant pathology and zoology to create the School of Biological Sciences, following a national trend. Microbiologists from several departments, the School of Biological Science, and the College of Agricultural Sciences and Natural Resources currently participate in UNL's Microbiology Initiative. The 53 faculty members are teaching a variety of elective microbiology courses across the campus. Therefore no new courses or teaching faculty would be needed.

The university would appoint a director and hire an academic advisor for the program. The budget shows an administrative supplement for the director and a salary for a half-time program advisor, gradually increasing to full-time. There would also be a seven-member advisory committee comprised of the heads of participating departments and schools.

E. Resources: Physical Facilities/Equipment

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The program would officially be housed in the Beadle Center because of its location on the eastern edge of city campus, the large number of life science students from city campus expected to enroll, and the presence of the microbiology teaching laboratories. The Beadle Center is a relatively new building and would provide the space and equipment needed to initiate the program. With program growth, UNL states that they would need funding for additional laboratory courses and graduate assistants to conduct the labs.

F. Resources: Library/Information Access

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The budget lists expenses for web page construction and maintenance. Since there previously was a microbiology department on campus and there have been microbiology courses continuously offered, there should be sufficient information resources available to sustain the program.

G. Budget

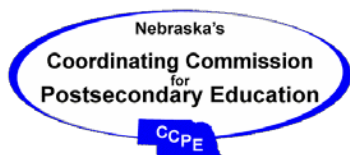
PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS As reported by UNL

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$219,200	Reallocated Funds	\$287,886
General Operating	\$59,146	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	
Equipment	\$4,123	Other	
Other (program assessment)	\$5,416		
Five-Year TOTAL	\$287,885	Five-Year TOTAL	\$287,886

Committee Comment: All the microbiology courses needed for this program are currently offered at UNL, but are spread over several departments and two schools. The proposed program would provide a mechanism to bring the courses together from across campus into a coherent grouping while allowing flexibility in designing the specifics of the major.

Staff Recommendation: **Approve, and remind UNL of the Commission's expectation that the program reach productivity thresholds after its first several years.**

First Program Review Date: **Due June 30, 2014**



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha

Program: Public Health

Award: Bachelor of Science (BS)

Institution's Existing Degree(s) in Same or Similar Discipline: None; numerous courses in related fields (biology, business, health education, etc.)

Proposal Received by Commission: May 2, 2011

Proposed Start Date: Fall 2011

Background

In 2001 the Commission approved a joint Master of Public Health (MPH) degree at UNMC and UNO. With the establishment and growth of the College of Public Health at UNMC, UNO is phasing out their involvement in the MPH.

Description

The proposed baccalaureate program would provide students with the background to serve as a generalist in the public health arena or enter a master of public health program. In addition to health departments, graduates from this program could seek employment in voluntary health agencies (e.g., American Cancer Society), community health centers, and out-reach programs from medical facilities.

The program would consist of 120 semester credit hours and be housed in the College of Education. The curriculum would be comprised of 54 hours in required public health core courses; 17 hours of required public health courses that will either meet the general education requirements (action pending at UNO) or be added to the core; 41-47 hours in general education; and electives to meet the 120 credit hour minimum. The 54 hour core is larger than that required for most majors because of the breadth of the field of public health.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNO reports that many of the health departments in Nebraska are staffed by individuals with no formal education in public health. They cite a 2008 document (*A Strategic Plan to Strengthen and Transform Public Health in Nebraska: A Revision*) that identifies three areas of concern: first, an inadequate

number of workers; second, a future shortage of workers due to an anticipated large number of retirements; and third, workers insufficiently prepared for their jobs through education and training. The second point is reinforced by the Nebraska Department of Health and Human Services that places the percent of state level public health officials over age 50 and approaching retirement at 50%.

In 2010 the Commission approved a graduate certificate in public health at UNMC. That proposal also cited the lack of education of public health officials in the state. The graduate certificate provides an avenue for working professionals to improve their skills (concern number three, above). The proposed degree would provide a pool of future professionals to meet the state's needs (concerns numbers one and two).

B. Demand for the Program

High-----Low				
		√		

UNO estimates that 15 students would initially enroll in the program, with larger numbers enrolling as the program develops. The School of Health, Physical Education and Recreation (HPER) receives five to seven

inquiries per year from students interested in an undergraduate degree in public health. UNMC also receives inquiries. The UNO courses in the health education program also draw students from other disciplines who have an interest in public health.

UNMC's College of Public Health is targeting an increase in admissions, so the proposed program could provide a pool of potential graduate students. UNO is also in discussion with UNMC to develop an integrated BS to MPH program where seniors at UNO could be admitted to UNMC and complete some of the required graduate coursework while finishing their BS. This would allow them to complete the MPH in as little as one year. UNO believes this will attract additional students.

C. Avoidance of Unnecessary Duplication

High-----Low				
✓				

There are no baccalaureate degrees in public health in Nebraska. UNO explains that a baccalaureate degree in public health is not as common as the master's in public health (MPH), but that it is offered by institutions

such as the University of Arizona, Indiana University, and New York University. Programs in other states that are similar to a BS in public health more often fall into a broader category, such as health services administration. UNO reported that the closest bachelor's degree they could identify was at Indiana University-Bloomington.

D. Resources: Faculty/Staff

High-----Low				
		√		

Many of the required courses are currently offered in the health education program, although the curriculum does include five new courses. Others would be drawn from existing courses in related

departments such as biology and physical education. Part-time faculty who also teach in these fields are individuals employed in other areas at UNO (e.g., student health), employed at UNMC, or employed in the community. Despite the new courses, UNO states that no new faculty would be needed. The faculty line in the budget reflects the salaries of current professors and adjuncts.

Support staff from the School of HPER would assist the program. Part of an administrative assistant's time and part of an advisor's time are shown in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Classrooms for the program are located in the Health, Physical Education and Recreation building. The facility includes a health education lab as well as a pool, gymnasium, and a variety of labs for other programs. All classrooms have computers and LCD projectors, VCRs, televisions, internet access, and digital overhead projectors. Software specific to health education, models, specimens, health assessment equipment, and demonstration aids are also available to students.

F. Resources: Library/Information Access

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

UNO states that there are no necessary expenses for library or information resources. Since UNO has been working cooperatively on the MPH with UNMC and has a health education program, there should be sufficient informational resources available to support the program.

G. Budget

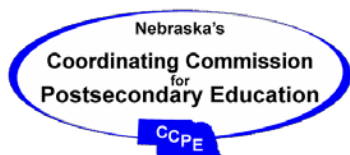
PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by UNO

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$1,749,032	Reallocated Funds*	\$1,795,357
General Operating	\$43,825	New State Funds	\$0
Library	\$0	New Local Funds	\$0
Facilities	\$0	Tuition and Fees	\$438,087
Equipment	\$2,500	Other	
Five-Year TOTAL	\$1,795,357	Five-Year TOTAL	\$2,233,444

* With the establishment and growth of the College of Public Health at UNMC, UNO is phasing out their involvement in the joint MPH. Funds previously identified for the MPH will be reallocated to the BS in public health.

Committee Recommendation: Approve, and remind UNO of the Commission's expectation that the program reach productivity thresholds after its first several years.

First Program Review Date: Due June 30, 2012.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska at Omaha
Program:	Systems Development
Award:	Undergraduate Certificate
Institution's Existing Degree(s) in Same or Similar Discipline:	Various programs in Information Systems and Quantitative Analysis
Proposal Received by Commission:	June 3, 2011
Proposed Start Date:	Spring 2011

Description

Systems development is the practice of managing systems development issues for organizations by optimizing the design, implementation, and use of information systems for organizational purposes. As such, the proposed certificate could attract several different student populations: traditional undergraduate students working toward a baccalaureate degree who want acknowledgment of additional expertise; students with an associate degree who want additional education but who are not interested in a baccalaureate degree; and working professionals seeking professional development or who want acknowledgment of additional expertise.

The certificate would require 15 semester credit hours comprised of a four course core and one elective, all of which are 3000 (junior) or 4000 (senior) level courses in Information Systems and Quantitative Analysis. There are three prerequisites. Students must have taken an introductory statistics course, an introduction to management information systems course (300 level courses at UNO) or equivalent work experience, and two semesters of programming classes or equivalent work experience.

Consistent with Institutional Role and Mission? ☒ YES* ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

*LB 637, signed by the Governor on May 4, 2011, changed the language of the role and mission statutes of the Nebraska community colleges to allow four-year institutions to offer undergraduate certificates above the associate degree level. Correspondingly, the bill also changed the University of Nebraska role and mission statutes to allow the University to offer certificates if the preponderance of courses comprising the certificate are above the associate degree level.

REVIEW CRITERIA

A. Need for the Program

High-----Low				
			√	

UNO quotes a 2010 article in *ComputerWorld* that identifies 11 “hot skills” for 2011. Project management skills were ranked second in the list of 11.

The article reported that 43% of *ComputerWorld* survey respondents who plan to make new hires will seek people with project management skills and more than half of employers in a in a Monster.com poll would seek people with those skills.

There is no information provided about the size of the surveys or the geographic range of respondents. It would be helpful to have more specific data, at a local or regional level, to better determine the need for the proposed certificate in Nebraska

B. Demand for the Program

High-----Low				
		√		

UNO used the current levels of enrollment in their undergraduate information systems program, the success of graduate certificates in their master's program, and the general demand for data management skills

as the basis for a projection of demand. They anticipate approximately 20 students per year will enroll in the first year, with annual increases of 10 to 15%. The proposal also indicates that the program would be advertised to students in other colleges at UNO, particularly the College of Business Administration and the College of Public Affairs and Community Service. Students in those colleges would especially benefit from greater depth of knowledge in systems development.

Since the program is not intended for students with a baccalaureate degree, basing enrollments on students in an existing baccalaureate program may not provide realistic numbers. Numbers of local students graduating with an associate degree in a related field or enrolled in an associate degree program would likely provide better information. The program might also benefit significantly by advertising at Metropolitan Community College and some of the private institutions offering associate degrees in the Omaha area.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

Since statutory language has barred public four-year institutions from offering undergraduate certificates until the passage of LB 637, there are no public institutions offering similar programs.

D. Resources: Faculty/Staff

High-----Low				
	√			

All courses, either required or elective, are existing courses, so no new faculty would be needed. While the certificate will likely result in an increase in enrollments in the existing courses, UNO believes that the

increase can be accommodated within the current course scheduling. UNO also states that the frequency of course offerings is sufficient to allow students to complete the certificate in a reasonable time frame.

E. Resources: Physical Facilities/Equipment

No new facilities or equipment would be needed since the program would utilize existing courses without additional course sections.

F. Resources: Library/Information Access

No additional resources would be needed since the program would utilize existing courses which presumably have sufficient informational resources in place.

G. Budget

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by UNO

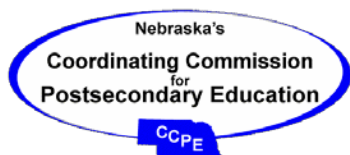
PROJECTED COSTS*		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	\$367,991
Equipment		Other	
Five-Year TOTAL	\$0	Five-Year TOTAL	\$367,991

* No additional personnel or operating expenses are required as the certificate is based exclusively on existing courses and existing faculty.

Committee Comment: Evidence of both need and demand for the program is weak, but this is a new concept for Nebraska and deserves time to prove itself. It also requires few additional resources to implement.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2014



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha

Program: Data Management

Award: Undergraduate Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: Various programs in Information Systems and Quantitative Analysis

Proposal Received by Commission: June 3, 2011

Proposed Start Date: Spring 2011

Description

Data management is the practice of managing data-related issues for organizations by optimizing the design, storage, and use of organizational data. As such, the proposed certificate would serve several different student populations: traditional undergraduate students working toward a baccalaureate degree who want acknowledgment of additional expertise; students with an associate degree who want additional education but who are not interested in a baccalaureate degree; and working professionals seeking professional development or who want acknowledgment of additional expertise.

The certificate would require 15 semester credit hours comprised of a four course core and one elective, all of which are 3000 (junior) or 4000 (senior) level courses in Information Systems and Quantitative Analysis. There are three program prerequisites. Students must have taken an introductory statistics course, an introduction to management information systems course (300 level courses at UNO) or equivalent work experience, and two semesters of programming classes or equivalent work experience.

Consistent with Institutional Role and Mission? ☒ YES* ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

*LB 637, signed by the Governor on May 4, 2011, changed the language of the role and mission statutes of the Nebraska community colleges to allow four-year institutions to offer undergraduate certificates above the associate degree level. Correspondingly, the bill also changed the University of Nebraska role and mission statutes to allow the University to offer certificates if the preponderance of courses comprising the certificate are above the associate degree level.

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNO cites the United States Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, 2010-11 Edition, for evidence of projected growth in data management. The BLS shows growth of 7-13%

for database architects on the low end of the growth scale, with “computer software engineers, applications” at the high end with 34%. Computerworld.com lists the 11 skills in highest demand in 2011. Skills numbers 1, 6, and 9 require data management expertise. Lastly, UNO references a study by a market researcher that projects that the number one technical skill in 2020 will be the ability to manage and analyze data in an environment with very large volumes of data.

The numbers quoted are significant but are at the national level. It would be helpful to have local or regional information to better determine the need for the proposed certificate in Nebraska.

B. Demand for the Program

High-----Low				
		√		

UNO used the current levels of enrollment in their undergraduate information systems program, the success of graduate certificates in their master’s program, and the general demand for data management skills as the basis for a projection of demand. They anticipate approximately 20 students per year will enroll in the first year, with annual increases of 10 to 15%. The proposal also indicates that the program would be advertised to students in other colleges at UNO, particularly the College of Business Administration and the College of Public Affairs and Community Service.

Since the program is not intended for students with a baccalaureate degree, basing enrollments on students in an existing baccalaureate program may not provide realistic numbers. Numbers of local students graduating with an associate degree in a related field or enrolled in an associate degree program would likely provide better information. The program might also benefit significantly by advertising at Metropolitan Community College and some of the private institutions offering associate degrees in the Omaha area.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

Since statutory language has barred public four-year institutions from offering undergraduate certificates until the passage of LB 637, there are no public institutions offering similar programs.

D. Resources: Faculty/Staff

High-----Low				
	√			

All courses, either required or elective, are existing courses, so no new faculty would be needed. While the certificate will likely result in an increase in enrollments in the existing courses, UNO believes that the

increase can be accommodated within the current course scheduling. UNO also states that the frequency of course offerings is sufficient to allow students to complete the certificate in a reasonable time frame.

E. Resources: Physical Facilities/Equipment

No new facilities or equipment would be needed since the program would utilize existing courses without additional course sections.

F. Resources: Library/Information Access

No additional resources would be needed since the program would utilize existing courses which presumably have sufficient informational resources in place.

G. Budget

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by UNO

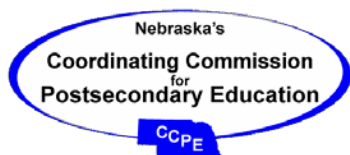
PROJECTED COSTS *		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	\$367,991
Equipment		Other: grants	
Five-Year TOTAL	\$0	Five-Year TOTAL	\$367,991

*No additional personnel or operating expenses are required as the certificate is based exclusively on existing courses and existing faculty.

Committee Comment: Evidence of demand for the program is weak, but this is essentially a new concept for Nebraska and deserves time to prove itself. It also requires few additional resources to implement.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2014



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Northeast Community College (NECC)

Program: Wind Energy Technology

Award: Associate of Applied Science (AAS)

Institution's Existing Degree(s) in Same or Similar Discipline: Associate of Applied Science in Renewable Fuels Technology; Diploma in Wind Energy Technology

Proposal Received by Commission: June 13, 2011

Proposed Start Date: August 2011

Description

The Commission approved a diploma in wind energy technology at NECC in 2009. The success of that program and input from employers has led to the proposed degree program. The AAS curriculum would consist of 79 semester credit hours with the majority in the major area (64 hours including an 8 hour internship). The program, based on the Norfolk campus, would require eleven new courses in wind energy.

NECC has received a U.S. Department of Energy grant to develop the second year of the wind energy curriculum. The 15-month grant is primarily designed to cover equipment, curriculum development, and personnel.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

NECC cites figures from the American Wind Energy Association (AWEA) which ranks Nebraska fourth in the U.S. for wind energy potential, but not in the top 20 in existing capacity. However, AWEA ranked Nebraska

second in the category "fastest growing" and fifth in "greatest capacity added" (both for the first quarter of 2011). Nebraska Public Power District (NPPD) has four wind farms and has identified 20 additional sites, two of which have facilities nearing completion in northeast Nebraska. Of ten potential sites under serious consideration across the state, seven are in NECC's service area. NECC also reports that NPPD has set a goal to produce 10% of their energy from wind generation by 2020.

NPPD requires one technician for every six wind turbines, but NPPD and other employers are finding that the diploma does not provide sufficient education for a fully trained employee, a finding also supported by the program's advisory committee. NECC reports that employers currently send employees to other states for additional training or hire workers with degrees in electrical, electromechanical, or utility line. People with these degrees can work as maintenance technicians but lack knowledge specific to the wind energy field. In addition, NECC has discovered that their own diploma graduates are going out of state to earn associate degrees.

NECC cites an estimate from Economic Modeling Specialists, Inc. of 4,697 new positions in related fields in Nebraska by 2015. NPPD notes that it alone will need over 400 highly skilled workers within the next five years. The college also adds that wind turbines are often in rural areas, so the construction and operation of a wind energy facility boosts rural economies in the state.

The proposal included two letters of support from companies producing wind energy. Both praise NECC for their efforts in creating the diploma program, but emphasize the need for training beyond the diploma level.

With the potential for energy production from wind in Nebraska and the current push to utilize renewable or alternative energy sources, there should be sufficient need and demand for this program.

B. Demand for the Program

High-----Low
√

Since NECC started offering the wind energy diploma, the program has been full with a waiting list. In the first year 21 students enrolled with several waiting. In 2010, 22 started the program, with over 20 on the waiting list. There are 20 students accepted for fall 2011 with 22 on the waitlist to date. NECC states that a survey of students completing the diploma program indicated 68% would enroll in an AAS wind energy program if it were offered at the college.

NECC has three collaborative activities that may increase enrollments:

- a commitment from UNL to establish an articulation agreement so that NECC graduates can transfer into an engineering program
- development of a curriculum for Western Nebraska Community College's certificate program that will transfer to Northeast (funded by the Department of Energy grant)
- Wind for Schools project with Elkhorn Valley Schools that trains secondary teachers in wind energy and consequently reaches potential students at a younger age

While enrollments in the diploma program do not guarantee enrollment in the degree program, the large number of students in the program and on waitlists suggests that there will be sufficient interest in the proposed program.

C. Avoidance of Unnecessary Duplication

High-----Low
√

The only other wind energy program in Nebraska is a certificate program at Western Nebraska Community College, approved by the Commission in 2010. Iowa Lakes Community College in Estherville, Minnesota West Technical and Community College in Canby, and Cloud County Community College in Concordia, Kansas are the closest programs to Nebraska.

D. Resources: Faculty/Staff

High-----Low				
		√		

NECC reports that they would initiate the program utilizing existing faculty (one full-time faculty member and a second person who serves as a hands-on trainer). A second instructor would be hired for 2012-13. No additional support staff would be needed.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

The program would be housed in the same building as the electromechanical technology and electrical construction and control programs—the location of the wind energy diploma program. The courses for the second year would be delivered in the utility line building. These courses use the climbing structures, turbine blade, tower, and computer lab at that location. Despite the sharing of space and equipment, NECC states that scheduling does not appear to be a problem.

Equipment has been purchased for the diploma program over the past two years. Additional equipment, including electronic equipment and a wind turbine trainer, would be purchased using the Department of Energy grant.

F. Resources: Library/Information Access

High-----Low				
		√		

Grant funds for the diploma program were used to purchase initial materials for curriculum development and program implementation. It is likely that any subsequent resource needs would be acquired either through the new grant or by the library in its regular review and purchase process.

G. Budget

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by NECC

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$254,052	Reallocated Funds	
General Operating	\$22,000	New State Funds	
Equipment	\$41,000	New Local Funds	
Facilities		Tuition and Fees	\$187,758
Library		Other: Dept of Energy	\$318,333
		Annual donations	\$25,000
Five-Year TOTAL	\$317,052	Five-Year TOTAL	\$531,091

Committee Comment: The proposed program is responding to a need identified by employers in Northeast's service area and builds on a successful existing program.

Committee Recommendation: **Approve, and remind NECC of the Commission's expectation that the program reach productivity thresholds after its first several years.**

First Program Review Date: **Due June 30, 2014**

In addition, the institute would draw together diverse scholars and educators who often work in isolation from one another. By combining their knowledge and experience, the institute would bring an applied translational focus to the field of early childhood education, taking research to practice and on to policy.

B. Demonstrated Appropriateness of the Unit

High-----Low
√

The University states that the institute would partner with other programs in the state's colleges, public schools, and governmental agencies.

Specifically, the institute would partner with Educare Centers in Omaha and other Educare Centers planned for Lincoln and other Nebraska communities. Educare Schools Web site provides the following description:

Educare is a research-based program that prepares young, at-risk children for school; a specialty-designed place that nurtures early learning and sends a bold message about the value of investing in the first five years; an innovative partnership between the public and private sectors to create a more efficient, more effective early learning program; and a compelling platform to drive change among policymakers, business leaders and early childhood providers by showing what quality early learning looks like. (<http://www.educareschools.org/about/index.php>)

It is clear that many positive activities are taking place in the field of early childhood education. It is appropriate for the University of Nebraska to take a leadership role in bringing together researchers and educators for a better understanding of the discipline and to help improve the lives of children.

C. Resources: Faculty/Staff

High-----Low
√

Most faculty involved would retain their principal academic appointment in their home department and college although some may have time assigned to the institute. Certain research faculty may be assigned

strictly to the institute.

The University describes the following administrative structure for the proposed institute.

- A national board of directors drawn from prominent leaders in academe, government, and/or the private sector (appointed by the President of the University of Nebraska)
- An executive director recruited from nationally or internationally recognized experts
- Three associate directors, one for research, one for education, and one for outreach and policy
- Stakeholder advisory committees as needed
- Faculty, Fellows (non-University of Nebraska faculty or University adjuncts), and Affiliated Members (graduate students, community leaders, representatives from any relevant constituency, etc.)

D. Resources: Physical Facilities/Equipment

High-----Low
√

The faculty members would be housed in their home departments. The University states that the executive and associate directors and support staff would have offices in a University facility to be determined. It would

be helpful to know that the institute has a designated home to serve as the public face for its work, but Commission staff accepts that the University will find an appropriate location.

E. Budget

The University has committed to more than match the Buffet gift. The proceeds from the gift are intended to provide a base for launching the institute as well as providing leverage for securing competitive grants and contracts and additional private gifts. The University states that it would use endowment funds in year one to conduct the search for an executive director, to set up a Web site, and put in place basic support services. By year three, the University anticipates that the budget will be met by private gifts and university investment.

In addition to the Buffet gift, the University reports that the University of Nebraska Foundation has made early childhood education one of its key priorities in its most recent capital campaign.

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS as reported by the University of Nebraska

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$6,415,000	Reallocated Funds	\$2,310,000
General Operating	\$565,000	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees	
Search	\$165,000	NU Foundation	\$4,550,000
Nat'l Board Meeting	\$104,000	Research Grants	\$4,000,000
Marketing, Technology	\$204,000		
Staff Travel	\$210,000		
Education Programs	\$1,650,000		
Scholarships, awards	\$750,000		
Five-Year TOTAL	\$10,063,000	Five-Year TOTAL	\$10,860,000

Committee Comment: The cost of the institute is high, but the external funding ameliorates some of the possible budget concerns.

The University of Nebraska has a long and respected tradition of teaching and research in the field of education. In extending across campuses and partnering with a variety of other experts in early childhood education, the proposed institute should make a significant contribution to the field and ultimately make a difference in the lives of Nebraska children.

Committee Recommendation: Approve

Existing Program Review

2009-2010 Programs Requiring Additional Review

**** (Item in bold is under Commission Threshold)**

			Five Year Average (2004-09)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNL	Philosophy	MA PhD	2.2 0.6	6941	11	645	The department consistently delivers courses to a substantial number of undergraduates who are not philosophy majors. The program is the only doctoral philosophy program in Nebraska. The grad program funds an average of three entering students per year, all of whom are attempting the PhD. Some don't bother to register to receive the MA for which they have done all the work. In 2008-2009 three doctoral students defended their dissertations. A fourth is scheduled to complete in summer 2009 and two more in fall 2009.	Continue	Continue with report on need and demand for the masters and doctoral programs due 10/31/2014.	In May 2011 the Academic Programs Committee deferred action and asked for additional information. A summary is on page 2.
		*BA *BS	9.4 .4							

* Approved by the Executive Director on May 19, 2011

Commission Thresholds

Number of Degrees/Awards in this Program
(the mean of the prior 5 years)

Less Than Two Years and Associate	10
Baccalaureate and First Professional	7
Masters Degree	5
Specialist	4
Doctoral Degree	3

Student Credit Hour Production by Department
Per Full-Time Equivalent Faculty
(the mean of the prior 5 years)

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.	300	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275
--	-----	--	-----

For 7/21/2011 CCPE meeting.

UNL Philosophy Graduate Program

UNL Faculty: Numbers and Credentials (all hold a Ph.D.)

<u>Awarding Institution</u>	<u>Total (16)</u>	<u>Appointed since 2000* (8)</u>
Johns Hopkins	3	1
University of Michigan	3	2
Princeton	2	1
Cornell	2	

1 each: University of Iowa, University of Arizona, Brown University*, Washington University*, MIT*, University of Pittsburgh*

Number of Graduates

UNL Peer Institutions With Graduate Philosophy Programs		
	CCPE Peers (12 total)	BOR Peers (10 total)
No graduate programs	3	1
Master's only	3	1
Master's and PhD	6	8

UNL Peer Institutions: Range of Number of Graduates (five year average)					
	CCPE Peers		BOR Peers		UNL
	Low	High	Low	High	
Master's degrees	1.2	9.2	1.6	9.2	2.6
Ph.D. degrees	1.4	6.2	2.2	3.2	0.8

Staff Comment: Among its peers, UNL is on the low end of the range for number of graduates at the master's level. Among the CCPE peers, only the University of Georgia has a lower average. Among the Board of Regents peers, averages at Ohio State University and the University of Iowa are lower.

At the doctoral level, UNL has the lowest average in either peer group. The closest is the University of Tennessee in the CCPE peers, followed by the University of Georgia and the University of Kansas.

Request for Proposals

Improving Teacher Quality:
State Grants Program

(Federal Public Law 107-110)

2011-2012 Guidelines



Coordinating Commission for Postsecondary Education

REQUEST FOR PROPOSALS

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REQUEST FOR PROPOSALS – 2011-2012

IMPROVING TEACHER QUALITY STATE GRANTS

(authorized under the No Child Left Behind Act of 2001,
Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals)

I. INTRODUCTION

A. Purpose

The purpose of this program is to increase student academic achievement by helping to ensure that highly qualified teachers, paraprofessionals, and principals have access to sustained and intensive high quality professional development in core academic subjects. The program provides grants to partnerships comprised of Nebraska institutions of higher education and high-need local educational agencies for projects to improve the skills of teachers, paraprofessionals, and principals.

B. Amount of Funds

The Coordinating Commission expects to have approximately \$300,000 to award in grants during the 2011-2012 competition. Although no minimum or maximum has been set for each award, funding typically ranges from \$20,000 to \$80,000.

C. Eligible Applicants

All public and non-profit private institutions of higher education and high-need local educational agencies based in Nebraska may form a partnership and apply for grants. See section IV. for partnership requirements.

D. Calendar

Deadline for Submission of Proposals	November 9, 2011
Project Starting Date	February 13, 2012 or later
Project Ending Date	August 15, 2013 or earlier
Deadline for Final Project Report	90 days after completion of project or August 15, 2013, whichever is earlier

E. Project Duration

The duration of projects may be one to two years. Funds for activities beyond the term of the initial grant are not guaranteed.

II. ELIGIBLE PROJECTS

Federal statutes specify that the Commission may make grants to **eligible partnerships** for the following types of activities (see Appendix 1 for relevant portions of legislation, including definitions):

A. Professional Development activities related to **content knowledge** in core academic subjects, including the use of computer related technology. Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Activities can

1. Ensure that teachers and highly qualified paraprofessionals, and, if appropriate, principals, have subject matter knowledge in the academic subjects that teachers teach, or
2. Ensure that principals have the instructional leadership skills that will help the principal work effectively with teachers to help students master core academic subjects.

B. Professional Development activities related to **state academic content and student academic achievement standards and state assessments**. Activities can

1. Ensure that teachers, highly qualified paraprofessionals, and principals are able to use the standards and assessments to improve instructional practices and improve academic achievement, or
2. Intensively prepare an individual who will return to the school to provide instruction related to the professional development in B.1.

C. Professional Development activities related to **improving teaching and learning at low-performing schools** (see Appendix 2 for schools identified by the Nebraska Department of Education as low-performing). Providing assistance to local education agencies, and the teachers and staff of each agency, for sustained, high-quality professional development activities.

III. PRIORITIES FOR 2011-2012

The Commission invites eligible applicants to submit any proposals consistent with the purpose of this program and the federal statutes. However, the Commission is most interested in projects that address one of the following (order does not indicate priority):

- A. Providing professional development for teachers teaching in K-12 academic shortage areas, especially those who do not currently hold an endorsement in the subject area in which they are teaching. The shortage areas are: foreign languages, sciences, math, English/language arts, and art (considered a core subject area under "arts"). This priority also includes special education and ESL/ELL teachers who are required to teach content, but are not endorsed in the content area.
- B. Projects that are new, creative, or innovative and, ideally, not previously or recently funded through this grant.
- C. Improving teaching and learning at low-performing schools. (A low-performing school is not necessarily the same as a high-need LEA. Both would be required for this priority.)

IV. PROJECT REQUIREMENTS

The following requirements apply to all proposals. **Proposals that do not meet these requirements will be disqualified.**

A. Partnership Eligibility

Federal regulations for this program require that funds be awarded only to partnerships that consist of:

1. an institution of higher education and the division of the institution that prepares teachers and principals,
2. a school of arts and sciences, and
3. a high-need local educational agency (See Appendix 3 for the Title II. definition of high-need LEA and a list of Nebraska LEAs that meet this definition. **This list is revised annually.**)

In addition to the required three partners, partnerships may also include one or more of the following: other local educational agencies (including those that are not classified as high-need), elementary or secondary schools, educational service agencies, nonprofit educational organizations, other institutions of higher education, nonprofit cultural organizations, entities carrying out pre-kindergarten programs, teacher organizations, principal organizations, or businesses.

B. Partnership Documentation

1. The proposal will identify in the narrative the role of each partner.
2. The budget will specify the total amount requested and the amount of funds that each partner will **use**. No single partner can use more than 50% of the total grant amount.
3. Each partner will sign the cover page of the proposal, thereby agreeing to its role as identified in the narrative.
4. The partnership will identify one of the partners to act as fiscal agent.
5. The fiscal agent will sign the Statement of Assurances representing all partners.

C. Coordination

An eligible partnership that receives a grant under the Teacher and Principal Training and Recruiting Fund and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities of the two grants.

D. Equitable Service for Private School Students and Teachers

Partners must provide the *opportunity* for private school teachers to participate in the professional development activity equivalent to the opportunity provided public school teachers involved in the activities. If a private school is not identified as one of the partners, the proposal will provide a statement indicating that any private school in the geographic area served by the LEA/s involved was consulted and invited to participate.

V. CRITERIA FOR THE EVALUATION OF THE PROPOSALS

The following criteria will be used in the evaluation of proposals.

A. Demonstrated Need—in addition to basic eligibility of high-need LEA (20 points)

- The proposal clearly describes the need(s) addressed by the project and explains why those needs are important to the improvement of K-12 education in Nebraska.
- A brief description of the research base underpinning the project is provided.
- Consideration is given to the priorities listed in section III above.
- Special consideration is given to priority B. listed in section III above (8 of the 20 points for this section).

B. Plan of Action (20 points)

- The objectives are clearly defined.
- The project activities are clearly and fully described, including the role of each partner, and are related to the successful achievement of the objectives.
- The timetable for the project activities is reasonable and appropriate.
- The plan for recruitment and selection of participants is well developed.
- A plan is in place for state-wide dissemination of results of the project.

C. Applicant's Commitment and Capacity (5 points)

- The key personnel are well qualified to conduct the project. If any of the key personnel has been the project director for a professional development activity previously funded under this program or the Eisenhower Professional Development Program, proposals may include this information; past performance will be considered.
- The equipment, facilities, and other resources required by the project are available.
- The extent of financial support from the partners will also be considered.

D. Budget and Cost Effectiveness (20 points)

- The proposed expenditures are directly related to the objectives and activities of the project. While indirect costs can be included, the degree to which a partnership is willing to reduce the indirect costs charged to the grant will be considered.
- The proposed budget is cost effective as measured by cost per participant and/or the potential impact of the project on the improvement of instruction.
- The proposal includes a detailed explanation for each budget line.
- The proposal includes a break-down of the funds to be used by each partner.

E. Long-Term Impact (25 points)

- The project is of high quality and of sufficient duration and intensity to promote a lasting effect on the improvement of teacher performance and student learning.
- The project will have a long-term impact on other regions or projects in that it could be replicated by other organizations, or to serve other populations.
- The project may be scalable, in that the size of the project could be changed to serve the needs of different groups.
- The proposal includes a plan to sustain the project in the future. This does not preclude partnerships from submitting proposals for continuation of previously funded projects. Rather, it encourages partnerships to find a mechanism for long-term support of the project from funding sources other than this grant.

F. Evaluation Plan (10 points)—an external evaluator is encouraged, but not required

- The proposed evaluation plan is related to the objectives.
- The plan is rigorous, comprehensive, and effective.
- The plan includes means to assess increases in teachers' content knowledge.

G. Other Considerations—other characteristics of proposals may be considered in making awards

Among them may be:

- The number of partnerships which receive awards;
- The geographic distribution of the partnerships;
- Other appropriate considerations.

VI. SUBMISSION AND REVIEW PROCEDURES

A. Submission

Applicants must submit the unbound original and eight unbound, three-hole punched copies of the proposal to:

Coordinating Commission for Postsecondary Education
Attention: Dr. Kathleen Fimple
140 N. 8th Street, Suite 300
P.O. Box 95005
Lincoln, NE 68509-5005

Proposals must be delivered to the Commission office no later than 5:00 p.m., November 9, 2011, or postmarked no later than November 9, 2011. Proposals that are below the minimum criteria, late, incomplete, or submitted by ineligible partnerships will be disqualified.

B. Review and Award Procedures

The Commission will convene an independent evaluation panel to review the proposals and rank them in order of merit. Panelists shall be free of any direct involvement in any proposal. The panel may include K-12 teachers or administrators, college or university faculty, staff of the Nebraska Department of Education, representatives of the private sector, and those conversant on work force demands and the needs of the employer community.

The recommendations of the panel may be contingent upon the acceptance by the project director of certain changes in the project or the budget. The recommendations of the panel, along with Commission staff comments or suggestions, will be submitted to the Commission for consideration at its first meeting in 2012.

Grant awards will be made by the Commission. All applicants will be notified in writing of the decisions of the Commission. Non-funded applicants may request information from the Commission staff regarding the concerns of the evaluation panel about the proposal.

VII. BUDGET GUIDELINES

Items to consider when preparing budgets include:

1. Partnerships are encouraged, but not required, to provide some matching funds to support the project. If administrative regulations prohibit a project director from assigning dollar figures to the match, the director may note the categories on the budget form where match is anticipated (using a footnote, "in-kind", or other indicator).
2. Funds may be requested for indirect costs, but partnerships are encouraged to limit the amount charged to the grant (see Section V. D.)
3. Funds are intended to support action projects and may not be used for faculty research.

4. If the project is dependent on funds from other sources, all other sources must be identified and the amount expected from each must be reported on the budget form. Evidence of the commitment of those funds must also be provided.

5. If grant funds are used to pay instructional costs, the institution of higher education may not charge the participants for tuition.

6. Stipends for participants should fall within current, acceptable stipend ranges. Amounts should be based on required participant activity and not on other considerations such as time lost from summer employment, child care costs, or tuition for any college credit that may be offered.

VIII. FORMAT FOR THE PROPOSAL

All proposals must include the following:

1. Application cover sheet, signed by all partners. (see Appendix 4 for sample)

2. Abstract of approximately 250 words.

3. Narrative, with numbered pages, that does not exceed ten pages double spaced with one inch margins in font size of 11 or larger and that has clearly identified subsections corresponding to each of the evaluation criteria in Section V. A-G.

4. Budget and budget narrative. (see Appendix 5 for budget format)

5. Brief resumes of key personnel. Emphasize experience and skills directly relevant to the proposed project. (two pages per person maximum)

6. Statement of assurances from the fiscal agent. (see Appendix 6)

7. *If there are no private schools or teachers involved in the activity*, a statement that any private school/s in the same geographic area as that served by the partner LEA/s were consulted and invited to participate. (see Appendix 7 for a sample private school participation statement)

APPENDIX 1

Federal Statutes Governing Higher Education Partnership Grants (selected excerpts)

Title II — Preparing, Training, and Recruiting High Quality Teachers and Principals

PART A —TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

SEC. 2101. PURPOSE.

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to:

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

SEC. 2102. DEFINITIONS.

In this part:

- (1) **ARTS AND SCIENCES**- The term arts and sciences' means:
 - (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and
 - (B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit described in subparagraph (A).
- (2) **CHARTER SCHOOL**- The term charter school' has the meaning given the term in section 5210.
- (3) **HIGH-NEED LOCAL EDUCATIONAL AGENCY**- The term high-need local educational agency' means a local educational agency:
 - (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
 - (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and
 - (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
 - (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

(4) **HIGHLY QUALIFIED PARAPROFESSIONAL**- The term highly qualified paraprofessional' means a paraprofessional who has not less than 2 years of:

(A) experience in a classroom; and

(B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

(5) **OUT-OF-FIELD TEACHER**- The term out-of-field teacher' means a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.

(6) **PRINCIPAL**- The term principal' includes an assistant principal.

Subpart 3: Subgrants to Eligible Partnerships

SEC. 2131. DEFINITIONS.

In this subpart:

(1) **ELIGIBLE PARTNERSHIP**- The term eligible partnership' means an entity that

(A) shall include:

(i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;

(ii) a school of arts and sciences; and

(iii) a high-need local educational agency; and

(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

(2) **LOW-PERFORMING SCHOOL**- The term low-performing school' means an elementary school or secondary school that is identified under section 1116.

SEC. 2132. SUBGRANTS.

(a) **IN GENERAL**- The State agency for higher education for a State that receives a grant under section 2111, working in conjunction with the State educational agency (if such agencies are separate), shall use the funds reserved under section 2113(a)(2) to make subgrants, on a competitive basis, to eligible partnerships to enable such partnerships to carry out the activities described in section 2134.

(b) **DISTRIBUTION**- The State agency for higher education shall ensure that:

(1) such subgrants are equitably distributed by geographic area within a State; or

(2) eligible partnerships in all geographic areas within the State are served through the subgrants.

(c) **SPECIAL RULE-** No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

SEC. 2133. APPLICATIONS.

To be eligible to receive a subgrant under this subpart, an eligible partnership shall submit an application to the State agency for higher education at such time, in such manner, and containing such information as the agency may require.

SEC. 2134. USE OF FUNDS.

(a) **IN GENERAL-** An eligible partnership that receives a subgrant under section 2132 shall use the subgrant funds for:

(1) professional development activities in core academic subjects to ensure that:

(A) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and

(B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and

(2) developing and providing assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that:

(A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;

(B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described in subparagraph (A) to other such individuals within such school; and

(C) may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

(b) **COORDINATION-** An eligible partnership that receives a subgrant to carry out this subpart and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section 203.

TITLE IX — GENERAL PROVISIONS

Part E — Uniform Provisions

SUBPART 1 — PRIVATE SCHOOLS

SEC. 9501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

(a) PRIVATE SCHOOL PARTICIPATION-

(1) **IN GENERAL-** Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

(2) **SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS-** Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

(3) **SPECIAL RULE-** Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

(4) **EXPENDITURES-** Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

(5) **PROVISION OF SERVICES-** An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

(b) APPLICABILITY-

(3) **APPLICATION-** (A) Except as provided in subparagraph (B), this subpart, including subsection (a)(4), applies to funds awarded to a local educational agency under part A of title II only to the extent that the local educational agency uses funds under that part to provide professional development to teachers and others.

(c) CONSULTATION-

(1) **IN GENERAL-** To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as —

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be assessed and how the results of the

assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and

(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

(3) **TIMING-** The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

(4) **DISCUSSION REQUIRED-** The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

APPENDIX 2

Low Performing Schools, 2010-11

The following schools have been identified by the Nebraska Department of Education as being in need of improvement or persistently low achieving for the 2010-11 school year (based on 2009-10 data). The Commission will consider these as low-performing schools when evaluating proposal priorities.

<u>District</u>	<u>Building</u>
Alliance Public Schools	Alliance Middle School
	Grandview Elementary
Columbus Public Schools	Emerson Elementary School
Crawford Public Schools	Crawford Elementary
	Crawford High School
Elba Public Schools	Elba Secondary School
Gordon-Rushville Public Schools	Gordon-Rushville Middle School
Hastings Public Schools	Hastings High School
Lincoln Public Schools	Belmont Elementary
	C Culler Middle School
	Elliott Elementary
	Everett Elementary School
	Hartley Elementary
	Prescott Elementary School
	West Lincoln Elementary Schools
	Lincoln High School
	Lincoln Northeast High School
	Lincoln North Star High School
Madison Public Schools	Madison Middle School
	Madison Elementary
	Madison Senior High School
Medicine Valley Public Schools	Medicine Valley Jr-Sr High School
Minatare Public Schools	Minatare Elementary
Morrill Public Schools	Morrill High School
Omaha Public Schools	Indian Hill Elementary School
	Benson Magnet High School
	Central High School
	Omaha North Magnet High School
	Omaha South Magnet High School
Pierce Public School	Pierce Elementary School
Ravenna Public School	Ravenna Senior High School
St. Edward Public Schools	St. Edward High School
Santee Public Schools	Santee Elementary
	Santee High School
Schuyler Public Schools	Schuyler Central High School
Southern Public Dist. 1	Southern Elementary School
Stapleton Public School	Stapleton Elementary
Umo n Ho n Nation Public Schools	Umo n Ho n Nation High School
Walthill Public School	Walthill Elementary
	Walthill High School
Wynot Public Schools	Wynot Secondary School

APPENDIX 3

HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term high-need local educational agency means a local educational agency:

- (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
- (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

AND

- (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
- (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

The United States Department of Education requires states to use U.S. Bureau of the Census data to determine poverty. The Nebraska Department of Education provided a list of all public school districts that meet the poverty criterion defined above as well as a list of public school districts with teachers who are teaching subjects other than those for which they are endorsed. Districts that meet both criteria, based on the most recent data available, are listed below.

School District	County (District Office)
Arnold Public Schools	Custer
Banner County Public Schools	Banner (Harrisburg)
Bayard Public Schools	Morrill
Chambers Public Schools	Holt
Crawford Public Schools	Dawes
Creighton Public Schools	Knox
Elba Public Schools	Howard
Ewing Public Schools	Holt
Garden County Schools	Garden (Oshkosh)
Gordon-Rushville Public Schools	Sheridan
Greeley-Wolbach Public Schools	Greeley
Hayes Center Public Schools	Hayes
Hyannis Area Schools	Grant
Keya Paha County Schools	Keya Paha (Springview)
Loup County Public Schools	Loup (Taylor)
Maxwell Public Schools	Lincoln
McPherson County Schools	McPherson (Tryon)
Minatare Public Schools	Scottsbluff
Niobrara Public Schools	Knox
North Loup Scotia Public Schools	Valley, Greeley (Scotia)
Omaha Public Schools	Douglas
Overton Public Schools	Dawson
Paxton Consolidated Schools	Keith
Rock County Public Schools	Rock (Bassett)

Sandhills Public Schools	Blaine (Dunning)
Santee Community Schools	Knox
Scottsbluff Public Schools	Scottsbluff
Shelton Public Schools	Buffalo
Sioux County Public Schools	Sioux (Harrison)
Southern Valley Schools	Furnas, Harlan (Oxford)
Spalding Public Schools	Greeley
Stapleton Public Schools	Logan
Thedford Public Schools	Thomas
Umo N Ho N Nation	Thurston (Macy)
Walthill Public Schools	Thurston (Macy)
Wauneta-Palisade	Hayes, Chase, Hitchcock
Wausa Public Schools	Knox
West Holt Public Schools	Holt (Atkinson)
Wheeler Central Schools	Wheeler (Bartlett)
Winnebago Public Schools	Thurston

NOTE: many schools, especially those that are "county" or "consolidated" schools, serve several communities as well as a large number of rural areas

To obtain additional information on the individual districts, see the Nebraska Department of Education's web site: <http://www.nde.state.ne.us> (State of the Schools Report).

APPENDIX 4

IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM PROPOSAL COVER SHEET

PROJECT TITLE: _____

PRIMARY PROJECT DIRECTOR/COORDINATOR: _____

ADDRESS: _____

TELEPHONE: _____ EMAIL: _____

APPLICANTS:

1. Institution & Division that Prepares Teachers _____

Institutional Contact (name and phone/email) _____

2. Institution and School of Arts & Sciences _____

Institutional Contact (name & phone/email) _____

3. Local Educational Agency (LEA) _____

LEA Contact (name & phone/email) _____

BEGINNING DATE OF PROJECT: _____ ENDING DATE _____
month/day/year month/day/year

TOTAL AMOUNT REQUESTED \$ _____ FISCAL AGENT for the project:

Amount for Applicant 1. \$ _____

Amount for Applicant 2. \$ _____

Amount for Applicant 3. \$ _____

I hereby certify that the information contained in this proposal is correct to the best of my knowledge.

1. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

2. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

3. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

APPENDIX 5

BUDGET SUMMARY FORM

(attach additional sheets if necessary)

	BUDGET ITEM	FEDERAL FUNDS					SUPPORT			
		Partner 1	Partner 2	Partner 3	All Partners	Partner 1	Partner 2	Partner 3	All Partners	
A.	<u>SALARIES & WAGES</u>									
1.	Administrative									
2.	Instructional									
3.	Clerical									
	<u>BENEFITS</u>									
1.	Administrative									
2.	Instructional									
3.	Clerical									
B.	<u>OTHER INSTITUTIONAL COSTS</u>									
1.	Communications									
2.	Travel									
3.	Other (describe)									
C.	<u>CONSULTANT FEES</u>									
D.	<u>PARTICIPANT EXPENSES</u>									
1.										
2.										
3.										
4.										
	TOTAL BUDGET	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

APPENDIX 6
STATEMENT OF ASSURANCES

IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM

The fiscal agent signs this document representing all partners.

(authorized under the No Child Left Behind Act of 2001,
Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals)

THE APPLICANT HEREBY ASSURES THE COORDINATING COMMISSION FOR
POSTSECONDARY EDUCATION:

A. Administration of the activities and services for which this institution or educational agency seeks assistance under this grant will be by or under supervision of the applicant;

B. The project will comply with all applicable Nebraska State laws;

C. The applicant will keep project records, including receipts for expenditures, and afford access at any time the Coordinating Commission may find necessary to assure the correctness and verify the reports. Specific cost centers will be set up to record accumulated institutional support expenditures;

D. I assure compliance to federal regulations governing the Improving Teacher Quality State Grant Program. This is specifically Public Law 107-110, the Department of Education General Administrative Regulations (EDGAR), 34CFR, Parts 74, 76, 77, 80, and 20 U.S.C.A. §§ 6601 et seq., 6671 et seq., and 6701 et seq.

E. I assure compliance to OMB Circular A-133 requiring institutions of higher education and other non-profit institutions receiving at least \$300,000 in federal funds per year to have an audit made meeting the requirements of Circular A-133. If such audit is required, I agree to forward one copy of the audit package to the Executive Director of the Coordinating Commission for Postsecondary Education within 30 days of its availability for public inspection without any action on the part of the Coordinating Commission.

F. I agree to comply with section 511 of the U.S. Department of Education Appropriations Act requiring grant recipients to acknowledge the amount and percentage of Federal and nongovernmental funding for projects when making any type of public announcement about awards.

date

Signature of Chief Executive Officer or Chief
Operating Officer or a designee of either

Typed/Printed Name of CEO or designee

Organization/Institution

APPENDIX 7 **NONPUBLIC SCHOOL PARTICIPATION FORM**

Public School District _____ Nonpublic School _____

A Federal Program	B Nonpublic School Consulted		C Nonpublic School Participating		D Comments
	Yes	No	Yes	No	
Title II, Part A— Improving Teacher Quality State Grant Program					

CERTIFICATION SIGNATURES

This is to certify that a consultation occurred between a representative of _____ (Public School District Name) and _____ (Nonpublic School District Name).		Date of Consultation
Typed Name of Public School Representative	Title	Telephone Number
Signature of Public School Representative	Email	Date Signed
Typed Name of Nonpublic School Representative	Title	Telephone Number
Signature of Nonpublic School Representative	Email	Date Signed

Note: For a list of non-public schools, please consult the Nebraska Department of Education website, www.education.ne.gov/APAC/Approval.html

APPENDIX 8

CHECKLIST

1. Unbound original and 8 unbound, 3-hole punched copies of Proposal _____
2. Signed and completed Cover Sheet _____
3. Project Abstract _____
4. Project Narrative with numbered pages _____
5. Completed Budget Summary Form _____
6. Budget Narrative _____
7. Resumes of key personnel _____
8. Signed Statement of Assurances _____

State Authorization of Institutions for the Purpose of Participation in Federal Financial Aid Programs

Background

The U.S. Department of Education last fall issued new rules designed to improve the integrity of federal financial aid programs authorized under Title IV of the Higher Education Act of 1965, as amended. Several of the rules have been extraordinarily controversial, including the rule regarding state authorization of institutions. The new rules generally became effective July 1, 2011 although full implementation of some of them (including the state authorization rule) has been deferred.

Federal financial aid rules have for decades required participating institutions, as a condition of institutional eligibility, to be approved by the state(s) in which they are located. But earlier rules provided no particular expectation of states regarding minimum qualifications for their approval of institutions, either for the approval of “brick and mortar” institutions with a physical campus in the state, or for institutions located outside the state that deliver educational services within the state through other means (online delivery, interactive video, correspondence, and so forth). Consequently, states handle these issues in very different ways. Some states have had very low thresholds for institutional approval. In some cases, those minimal requirements, or the state’s lack of enforcement of its requirements, have attracted fraudulent institutions and/or contributed little toward ensuring responsible institutional behavior within a system that allocates about \$150 billion/year in federal financial aid.

The new rules on state authorization (34 CFR § 600.9 – included in these materials) contain certain requirements that institutions must meet in order to participate in federal financial aid programs. The rule also establishes minimal expectations about what *states* must do to make their authorization of institutions acceptable for the purposes of institutional participation in federal Title IV programs.

Action Taken in Nebraska

One of those expectations is that a state must have “a process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws . . .” LB 637, as enacted by the Nebraska Legislature and signed by Governor Heineman this past session, brings Nebraska into compliance with that provision.

A second requirement, and the purpose of today’s action, is the requirement that the institution is established or authorized “*by name*” (*italics added*) by a State to operate

educational programs beyond secondary education, including programs leading to a degree or certificate. The rule goes on to provide for several delimited but possible exemptions that a State may make on the basis of institutional accreditation, length of operation, or religious exemption. Neither the action proposed for consideration today, nor the provisions of LB 637, make use of exemptions.

The state has established its existing public institutions through the Nebraska Constitution and state statutes, authorizing them to offer educational programs beyond secondary education. No additional action by the Commission is required in regard to them. For convenience, however, and to assemble in one place a complete list of authorized institutions, those institutions and their constitutional and statutory references are as follows:

University of Nebraska: Neb. Constitution, Art. VII, Section 10; Neb. Rev. Stat. §§ 85-101, 85-102.01

- University of Nebraska-Lincoln
- University of Nebraska at Omaha
- University of Nebraska Medical Center
- University of Nebraska at Kearney (Also Neb. Rev. Stat §§ 85-1,118, 85-1,122)
- Nebraska College of Technical Agriculture (Also Neb. Rev. Stat. § 85-121)

Nebraska State Colleges: Neb. Constitution, Art. VII, Section 12; Neb. Rev. Stat. § 85-301

- Chadron State College
- Peru State College
- Wayne State College

Nebraska Community Colleges: Neb. Rev. Stat. § 85-1504

- Central Community College Area
- Metropolitan Community College Area
- Mid-Plains Community College Area
- Northeast Community College Area
- Southeast Community College Area
- Western Nebraska Community College Area

Two additional types of institutions currently participate in federal Title IV programs: independent, for-profit institutions; and independent, non-profit institutions. Institutions of those types have been authorized in Nebraska through two means. In some cases, they have been authorized by the Coordinating Commission. Institutions authorized by

the Commission, both for-profit and non-profit, have been authorized *by name*, thereby satisfying a specific condition of the federal authorization expectations.

The following institutions *have been previously authorized by name* by the Coordinating Commission to operate in Nebraska and were offering courses during the 2009-10 academic year. All institutions authorized by name, whether on this list or not, will be contacted by the Commission in the coming months to determine their current status. Most will be required to apply for renewal of their authorization between October 1 and December 31, 2011 as a result of LB 637. Following examination in 2012 of the renewal applications, an updated version of this list will be provided.

Institutions Previously Authorized by Name by the Coordinating Commission for Postsecondary Education and Offering Courses in Nebraska During 2009-10

Bryan LGH College of Health Sciences
 Central Michigan University
 Creative Center
 Embry-Riddle Aeronautical University
 Herzing University
 ITT Technical Institute
 Kaplan University
 La Sierra University
 Morningside College
 St. Gregory the Great Seminary
 Strayer University
 University of Missouri-Columbia
 University of Oklahoma
 University of Phoenix

Action Needed in Nebraska

Most of Nebraska's independent, non-profit institutions have not been authorized *by name* as an educational institution by previous state action. Rather, prior to LB 637, it was understood in Nebraska that any private institution established prior to 1967 did not require Commission authorization¹. The Commission needs especially to take action on the *authorization by name* of this group of institutions.

For state purposes, LB 637 granted most of these institutions the "authorization to operate on a continuing basis" as long as they have been in operation in the state for 20

¹ The legislative history of Neb. Rev. Stat. § 85-1105 (Reissue 2008) supported the understanding that any four-year private, nonprofit postsecondary institution established in the state prior to 1967 was authorized to operate without the approval of the Coordinating Commission for Postsecondary Education.

years. However, the new federal rules still require the further step that these institutions be authorized *by name*, which is the reason for the following action by the Commission:

Action Item: For the purposes of demonstrating compliance with the State authorization requirements of federal law (34 CFR § 600.9) and thereby enabling institutional eligibility for participation in federal Title IV financial aid programs, the following institutions are authorized to operate on a continuing basis pursuant to Neb. Laws 2011, LB 637 § 10:

- Bellevue University
- Clarkson College
- College of St. Mary
- Concordia University
- Creighton University
- Doane College
- Grace University
- Hastings College
- Midland University
- Nebraska Christian College
- Nebraska Methodist College
- Nebraska Wesleyan University
- Summit Christian College
- Union College
- York College

Committee Recommendation: Approve

have Adobe Acrobat Reader, which is available free at this site.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index/html>.

(Catalog of Federal Domestic Assistance: 84.007 FSEOG; 84.032 Federal Family Education Loan Program; 84.033 Federal Work-Study Program; 84.037 Federal Perkins Loan Program; 84.063 Federal Pell Grant Program; 84.069 LEAP; 84.268 William D. Ford Federal Direct Loan Program; 84.376 ACG/SMART; 84.379 TEACH Grant Program)

List of Subjects

34 CFR Part 600

Colleges and universities, Foreign relations, Grant programs-education, Loan programs-education, Reporting and recordkeeping requirements, Selective Service System, Student aid, Vocational education.

34 CFR Part 602

Colleges and universities, Reporting and recordkeeping requirements.

34 CFR Part 603

Colleges and universities, Vocational education.

34 CFR Part 668

Administrative practice and procedure, Aliens, Colleges and universities, Consumer protection, Grant programs-education, Incorporation by reference, Loan programs-education, Reporting and recordkeeping requirements, Selective Service System, Student aid, Vocational education.

34 CFR Part 682

Administrative practice and procedure, Colleges and universities, Loan programs-education, Reporting and recordkeeping requirements, Student aid, Vocational education.

34 CFR Part 685

Administrative practice and procedure, Colleges and universities, Loan programs-education, Reporting and recordkeeping requirements, Student aid, Vocational education.

34 CFR Part 686

Administrative practice and procedure, Colleges and universities, Education, Elementary and secondary education, Grant programs-education, Reporting and recordkeeping requirements, Student aid.

34 CFR Part 690

Colleges and universities, Education of disadvantaged, Grant programs-education, Reporting and recordkeeping requirements, Student aid.

34 CFR Part 691

Colleges and universities, Elementary and secondary education, Grant programs-education, Student aid.

Dated: October 18, 2010.

Arne Duncan,
Secretary of Education.

■ For the reasons discussed in the preamble, the Secretary amends parts 600, 602, 603, 668, 682, 685, 686, 690, and 691 of title 34 of the Code of Federal Regulations as follows:

PART 600—INSTITUTIONAL ELIGIBILITY UNDER THE HIGHER EDUCATION ACT OF 1965, AS AMENDED

■ 1. The authority citation for part 600 continues to read as follows:

Authority: 20 U.S.C. 1001, 1002, 1003, 1088, 1091, 1094, 1090b, and 1099c, unless otherwise noted.

■ 2. Section 600.2 is amended by:

■ A. Adding, in alphabetical order, the definition of a *Credit hour*.

■ B. Revising the definition of *Recognized occupation*.

The addition and revision read as follows:

§ 600.2 Definitions.

* * * * *

Credit hour: Except as provided in 34 CFR 688.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

* * * * *

Recognized occupation: An occupation that is—

(1) Identified by a Standard Occupational Classification (SOC) code established by the Office of Management and Budget or an Occupational Information Network O*NET-SOC code established by the Department of Labor and available at <http://online.onetcenter.org> or its successor site; or

(2) Determined by the Secretary in consultation with the Secretary of Labor to be a recognized occupation.

* * * * *

■ 3. Section 600.4 is amended by:

■ A. In paragraph (a)(3), adding the words, “in accordance with § 600.9” immediately after the word “located”.

■ B. Revising paragraph (a)(4)(i)(C).

The revision reads as follows:

§ 600.4 Institution of higher education.

(a) * * *

(4) * * *

(i) * * *

(C) That is at least a one academic year training program that leads to a certificate, or other nondegree recognized credential, and prepares students for gainful employment in a recognized occupation; and

* * * * *

§ 600.5 [Amended]

■ 4. Section 600.5(a)(4) is amended by adding the words, “in accordance with § 600.9” immediately after the word “located”.

§ 600.6 [Amended]

■ 5. Section 600.6(a)(3) is amended by adding the words, “in accordance with § 600.9” immediately after the word “located”.

■ 6. Section 600.9 is added to subpart A to read as follows:

§ 600.9 State authorization.

(a)(1) An institution described under §§ 600.4, 600.5, and 600.6 is legally authorized by a State if the State has a process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws, and the institution meets the provisions of paragraphs (a)(1)(i), (a)(1)(ii), or (b) of this section.

(i)(A) The institution is established by name as an educational institution by a State through a charter, statute, constitutional provision, or other action issued by an appropriate State agency or State entity and is authorized to operate educational programs beyond secondary education, including programs leading to a degree or certificate.

(B) The institution complies with any applicable State approval or licensure

requirements, except that the State may exempt the institution from any State approval or licensure requirements based on the institution's accreditation by one or more accrediting agencies recognized by the Secretary or based upon the institution being in operation for at least 20 years.

(ii) If an institution is established by a State on the basis of an authorization to conduct business in the State or to operate as a nonprofit charitable organization, but not established by name as an educational institution under paragraph (a)(1)(i) of this section, the institution—

(A) By name, must be approved or licensed by the State to offer programs beyond secondary education, including programs leading to a degree or certificate; and

(B) May not be exempt from the State's approval or licensure requirements based on accreditation, years in operation, or other comparable exemption.

(2) The Secretary considers an institution to meet the provisions of paragraph (a)(1) of this section if the institution is authorized by name to offer educational programs beyond secondary education by—

(i) The Federal Government; or

(ii) As defined in 25 U.S.C. 1802(2), an Indian tribe, provided that the institution is located on tribal lands and the tribal government has a process to review and appropriately act on complaints concerning an institution and enforces applicable tribal requirements or laws.

(b)(1) Notwithstanding paragraph (a)(1)(i) and (ii) of this section, an institution is considered to be legally authorized to operate educational programs beyond secondary education if it is exempt from State authorization as a religious institution under the State constitution or by State law.

(2) For purposes of paragraph (b)(1) of this section, a religious institution is an institution that—

(i) Is owned, controlled, operated, and maintained by a religious organization lawfully operating as a nonprofit religious corporation; and

(ii) Awards only religious degrees or certificates including, but not limited to, a certificate of Talmudic studies, an associate of Biblical studies, a bachelor of religious studies, a master of divinity, or a doctor of divinity.

(c) If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution

must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request.

(Authority: 20 U.S.C. 1001 and 1002)

PART 602—THE SECRETARY'S RECOGNITION OF ACCREDITING AGENCIES

■ 7. The authority citation for part 602 continues to read as follows:

Authority: 20 U.S.C. 1099b, unless otherwise noted.

■ 8. Section 602.24 is amended by adding a new paragraph (f) to read as follows:

§ 602.24 Additional procedures certain institutional accreditors must have.

(f) *Credit-hour policies.* The accrediting agency, as part of its review of an institution for initial accreditation or preaccreditation or renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if—

(i) It reviews the institution's—

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation, sufficient to comply with paragraph (f)(1)(i)(B) of this section.

(3) The accrediting agency must take such actions that it deems appropriate to address any deficiencies that it identifies at an institution as part of its reviews and evaluations under paragraph (f)(1)(i) and (ii) of this section, as it does in relation to other deficiencies it may identify, subject to the requirements of this part.

(4) If, following the institutional review process under this paragraph (f), the agency finds systemic noncompliance with the agency's policies or significant noncompliance regarding one or more programs at the

institution, the agency must promptly notify the Secretary.

* * * * *

PART 603—SECRETARY'S RECOGNITION PROCEDURES FOR STATE AGENCIES

■ 9. The authority citation for part 603 is revised to read as follows:

Authority: 20 U.S.C. 1001, 1002, 1094(c)(4); 38 U.S.C. 3675, unless otherwise noted.

■ 10. Section 603.24 is amended by redesignating paragraph (c) as paragraph (d), adding a new paragraph (c), and revising the authority citation after redesignated paragraph (d) to read as follows:

§ 603.24 Criteria for State agencies.

* * * * *

(c) *Credit-hour policies.* The State agency, as part of its review of an institution for initial approval or renewal of approval, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The State agency meets this requirement if—

(i) It reviews the institution's—

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, a State agency may use sampling or other methods in the evaluation, sufficient to comply with paragraph (c)(1)(i)(B) of this section.

(3) The State agency must take such actions that it deems appropriate to address any deficiencies that it identifies at an institution as part of its reviews and evaluations under paragraph (c)(1)(i) and (ii) of this section, as it does in relation to other deficiencies it may identify, subject to the requirements of this part.

(4) If, following the institutional review process under this paragraph (c), the agency finds systemic noncompliance with the agency's policies or significant noncompliance regarding one or more programs at the institution, the agency must promptly notify the Secretary.

* * * * *

Information Items

Reasonable and Moderate Extension

1. WNCC – Business Technology-option in Medical Office Management (AAS)

Name Changes

1. UNL – College of Law degree program in Space and Telecommunications Law to
Space, Cyber and Telecommunication Law
2. CCC – Commercial Art to
Visual Communications

New Minor

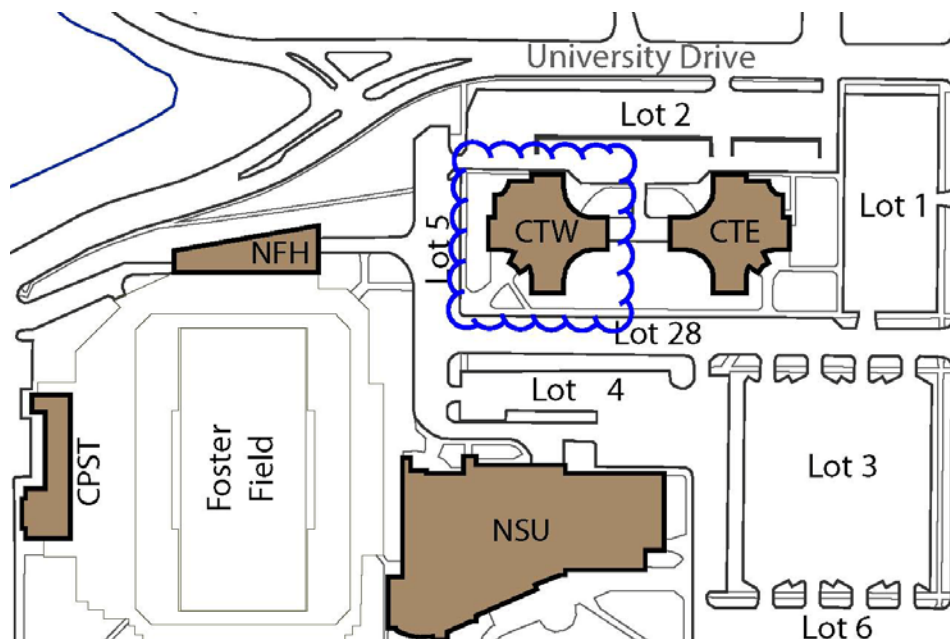
1. PSC – Exercise Science

Coordinating Commission for Postsecondary Education
Revenue Bond Project Evaluation Form

Committee Draft
July 13, 2011

Institution/Campus: University of Nebraska at Kearney
Project Name: Centennial Towers West capital improvements
Date of Governing Board Approval: June 17, 2011
Date Complete Proposal Received: June 22, 2011 (program statement)
July 7, 2011 (completed finance plan)
Date of Commission Evaluation: July 21, 2011

Project Description: The University of Nebraska at Kearney is proposing to make capital improvements to the Centennial Towers East (CTE) and West (CTW) as part of a two phased project. The first phase would involve improvements to CTW, a seven-story 101,038 gross square foot (gsf) residence hall constructed in 1966. A site plan is included below. The second phase would provide similar improvements to CTE at a later date as funding becomes available.



Proposed improvements to the 359-bed semi-suite style CTW would include fire and life safety upgrades, restroom remodel, plumbing repairs, energy-efficient lighting replacement, and floor finish replacement. Prior projects reviewed by the Commission and approved by the Legislature included replacement of the CTW chiller and cooling tower for the building's air-conditioning system in 1997, and replacement of the roofs, window shades and furnishings, along with minor plumbing repair for both CTE and CTW in 2008.

The university has estimated the total project cost of phase 1 to be \$6,000,000 (\$59.38/gsf). The proposed source of funds is surplus funds generated from room and board revenues. Ongoing facility operating and maintenance (O&M) costs are projected to increase \$50,000/year associated with new fire sprinkler system and improved ventilation. Residence hall room and board revenues would also finance these increased O&M costs.

1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

☒

No

☐

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states:

"Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication."

Page 2-12 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

- Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.
- Campus facilities are well maintained to assure the safety of students."

This project would address safety and maintenance issues.

Page 4-4 of the *Plan* states: "The state expects auxiliary services at public postsecondary education institutions and some student services, such as residence halls, bookstores, and food services, to be self-supporting." This project would be self-supporting from surplus room and board revenues.

Page 6-3 of the *Plan* states: "Facilities funding has historically come from a variety of sources. These sources of funding and example applications include: . . . User fees for student centers, residence halls, and parking;"

Pages 6-8 and 6-9 of the *Plan* state: "Funds from non-tax sources support the design, construction, and ongoing facility O&M of other institutional space, such as: . . . Self-sufficient student support space such as student housing, parking, student centers/unions, student medical services, recreational facilities, and student auxiliary services (e.g., childcare services, bookstores, etc.)."

This project is not directly applicable to UNK's role and mission assignment as it involves student support space.

2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.

Yes

☒

No

☐

Comments: This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria.

2.A Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low

☐
☒
☐
☐
☐

Comments: The Board of Regents approved the UNK *Facilities Development Plan 2006 - 2015* on January 19, 2007. Page 61 of the *Plan* identifies the following related to campus residence halls: "Once the three new residence halls have been completed as described above, our renewal strategy for the residential campus anticipates that we will renovate existing residence halls to address deferred maintenance needs and to improve functionality for our students. These buildings are old and outdated, and they have extensive infrastructure deficiencies (e.g., lack of air conditioning, poor plumbing). We can, however, proceed systematically to reinvest housing revenue to reconfigure and modernize them." The *Plan* also identified outdated lavatory facilities in residence halls that are in need of renovation.

The UNK *Residence Hall Master Plan* presented to the Board of Regents in April 2004, outlined specific problems in Centennial Towers East & West that were in need of patch and fix work. Page 10 of the *Plan* references that following needs: bathroom renovation, asbestos abatement, new fire sprinkler system, temperature control system, ventilation improvements, plumbing repair, lighting, and ground-fault receptacle outlets.

2.B Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The proposed capital improvements work would address the following rehabilitation needs as outlined in UNK's *Residence Hall Master Plan* and the program statement:

- Plumbing repair to include domestic water service distribution, sanitary and steam/chilled water piping as needed;
- Replacement of all light fixtures with new energy-efficient lighting; and
- Floor finish replacement in all public areas.

Funding limitations do not allow for the replacement of the original windows in CTW at this time.

2.C Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

☐ ☒ ☐ ☐ ☐

Comments: The proposed capital improvements work would address the following functional deficiencies as outlined in UNK's *Residence Hall Master Plan* and the program statement:

- Fire and life safety work to include installation of a new fire sprinkler system, audible fire alarm system, and asbestos abatement of all floor and ceiling material in public spaces in addition to any remaining asbestos abatement as funding allows;
- Complete restroom remodel to meet current mechanical code to include new fixtures, finishes and shower configurations to address ADA needs;
- Other code compliance work to include installation of ground-fault and arc-fault receptacle outlets; and
- Ventilation improvements to provide adequate air supply and exhaust to restrooms.

2.D Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The university anticipates little change in room space allocations from this project. All existing spaces would be reutilized as currently used.

UNK had a maximum residence hall capacity of 2,236 beds in the fall 2010. This excludes the 192-bed Randall Hall, currently under renovation, which will be brought back online this fall. UNK's fall 2010 residence hall occupancy rate was 89.4% of available bed capacity. UNK's occupancy rate has fluctuated between 78% and 90% of bed capacity over the past five years.

UNK anticipates taking two or three of the older residence halls out of service by demolition or reassignment to other use upon completion of the CTE and CTW residence hall renovation projects.

2.E Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.

High Low

☐ ☐ ☐ ☐ ☐

Comments: Not applicable as the university anticipates little change in room space allocations from this project.

2.F Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The primary purpose of this project is to complete fire and life safety work, replace aging building systems, and to address student needs to the extent that funds are available. Enrollment at UNK has been stable over the past ten years. The university reported a 2010 total fall on-campus headcount enrollment of 6,753. UNK has a goal of increasing enrollment 1.5% per year.

- 2.G The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.**

High Low



Comments: This proposal is the first phase of a two-phase project to address life safety and deferred repair needs in the Centennial Towers. The second phase will be completed as additional Surplus Funds become available. Sufficient room and board revenues are available to adequately operate and maintain these residence halls.

- 2.H Evidence is provided that this project is the best of all known and reasonable alternatives.**

High Low



Comments: Operating existing residence halls without making continual improvements would likely increase vacancy rates and reduce revenues over time. The improvements to semi-suite-style housing should help maintain occupancy rates by meeting student demands for this type of housing.

- 2.I Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.**

High Low



Comments: This project would improve the quality of on-campus living for students in one of UNK's older residence halls. Improvements to existing residence halls could help stabilize occupancy rates for on-campus housing. No ongoing cost savings would be generated from this project.

2.J Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low

☐ ☒ ☐ ☐ ☐

Comments: **Construction Costs** - The university's estimate for capital improvements to Centennial Tower West is \$6,000,000 (\$58.38/gsf). Commission staff's estimate to complete the work outlined in the program statement is \$6,278,600 (\$62.14/gsf) based on *R.S. Means Square Foot Costs* for high-rise college dormitories modified to account for local conditions. The university's estimate is \$278,600 (4.4%) lower than Commission staff's estimate for the project. The primary difference between these estimates is in the project contingency where Commission staff provides a 10 percent contingency for renovation/repair work.

Operating and Maintenance Costs - The university's estimate to provide increased facility operating and maintenance (O&M) funding for this project is \$50,000 per year. Commission staff believes additional O&M costs associated with new fire sprinkler system and improved ventilation appear reasonable.

2.K Source(s) of funds requested are appropriate for the project.

High Low

☒ ☐ ☐ ☐ ☐

Comments: The use of revenue bond surplus funds for repair and improvements to student housing is appropriate. UNK's actual and estimated year end surplus fund balances for FY 2010 through FY 2012 are:

- FY 2010 (actual) – \$6,094,565
- FY 2011 (estimated) – \$9,044,565
- FY 2012 (estimated) – \$5,144,565

The June 30, 2012 estimated balance includes expenditures of \$6.0 million for this project. Any additional operating and maintenance costs needed as a result of this project would be funded from residence hall room and board fees.

(UNK / Centennial Towers West capital improvements eval. cont.)

3. **The proposed project demonstrates that it is not an unnecessary duplication of facilities.**

Yes

No

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Comments: The university has demonstrated that this project would not unnecessarily duplicate residential space on the UNK campus.

- 3.A **Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.**

High Low

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Comments: This project would not increase the number of existing residence hall beds on campus. UNK has been renovating and making capital improvements to existing residence halls to the extent possible with available funds.

4. **The project's proposal provides sufficient information from which the Commission can review and make an informed recommendation.**

Yes

No

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Comments: The initial proposal, along with additional financial information and follow-up responses to questions, has provided sufficient information for the Commission to review this proposed project.

(UNK / Centennial Towers West capital improvements eval. cont.)

COMMISSION ACTION AND COMMENTS:

Approve Disapprove

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Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-408, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska at Kearney's proposal to use surplus funds for capital improvement work on Centennial Tower West residence hall as outlined in the university's proposal and finance plan.

Comments: This proposal requires the review and approval of the Legislature or the Executive Board of the Legislative Council as required by Statute. Completion of these capital improvements should assist UNK in maintaining an adequate residence hall occupancy level in order to adequately support its revenue bond facilities.

The use of surplus funds is an acceptable means of financing this proposal. UNK's June 30, 2011 housing surplus fund balance was estimated to be \$9,044,565. The estimated surplus fund balance on June 30, 2012 is estimated to be \$5,144,565 following expenditures of \$6.0 million for this proposed project. Sufficient surplus funds should be available following completion of this project to adequately meet future repair and replacement needs for UNK's residence hall facilities.

UNK's 2010-11 room and board rate of \$7,206/year for a double room with full meal plan was the second highest rate (UNL was the highest) compared to other in-state public higher education institutions. UNK anticipates increasing room and board rates by 5% per year over the next several years.

Coordinating Commission for Postsecondary Education
Revenue Bond Project Evaluation Form

Committee Draft
July 13, 2011

Institution/Campus: University of Nebraska-Lincoln / City Campus
Project Name: 18th/19th & R Street Residence Hall
Date of Governing Board Approval: June 17, 2011
Date Complete Proposal Received: June 22, 2011 (program statement)
July 8, 2011 (completed finance plan)
Date of Commission Evaluation: July 21, 2011

Project Description: The University of Nebraska-Lincoln is proposing to construct two suite-style residence halls on the City Campus between 18th/19th & 'R' Street, east of the existing Knoll Residence Center. The two new residence halls would replace the existing Cather and Pound Halls which would be demolished following completion of construction. A site plan is provided on the next page.

The two new residence halls, totaling about 373,000 gross square feet (gsf), would be constructed in two phases. Phase I would construct a 500-bed six-story facility with a connecting hall to the Knoll Residence Center. Phase II would construct a 525-bed five-story facility with a connector to the Phase I facility. The proposed site currently contains about 420 surface parking spaces that would require expansion of the existing 17th & R Street parking structure to replace these lost spaces. The proposed site also contains a 38,882 gsf storage facility that would be demolished.

The proposed project would be a mix of "suite singles" consisting of four-bedroom units with one bed per bedroom and "suite doubles" consisting of two-bedroom units with two beds per bedroom. Each suite would include a living area and a shared bathroom. Each unit would also include a kitchenette with cabinets, refrigerator, microwave and sink. Each floor of the new residence hall would include laundry, lounge and study space.

Cather and Pound Halls are 13-story residence halls, with a combined area of 209,122 gsf, that were constructed in 1963. The two buildings provide a combined maximum occupancy of 960 beds when rooms are assigned as double occupancy; however, many of the rooms are assigned as singles because of their smaller size (about 185 square feet), effectively reducing occupancy to about 625 beds. The estimated cost of demolishing Cather-Pound Halls, which is not included in the cost of this project, is about \$3 million.

The university estimates the total project cost for both phases to be \$73,410,000 (\$196.81/gsf or \$71,620/bed) for construction of the residence halls, plus \$5,508,000 (\$13,114/parking space) for parking replacement. The source of funding for the project would be a 31-year revenue bond issue financed by revenue bond facilities fees including: room and board fees, investment income and other miscellaneous income such as summer programs. Annual debt service for the bond issue is estimated to average \$5,955,100 per year, totaling approximately \$184.6 million in principal and interest payments. Ongoing operations and maintenance (O&M) costs are projected to increase \$1,100,000/year (\$2.95/gsf/year) to account for the addition space and

(UNL-City / 18th/19th & R St. Residence Hall evaluation continued)

increased number of residents. This increased O&M costs would be funded by campus revenue bond facilities fees including room and board fees.



1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

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No

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Comments: Page 1-5 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "Both the cost of education for taxpayers and price of education for students and parents are rising faster than general inflation."

Page 1-7 of the *Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication."

Page 2-2 of the *Plan* states: "The rising cost of postsecondary education throughout the country has raised concerns that some students may be priced out of opportunities. While tuition and fees at Nebraska's public institutions are generally less than national averages, paying for a college education is a barrier to higher education for many students and their families."

Page 4-4 of the *Plan* states: "The state expects auxiliary services at public postsecondary education institutions and some student services, such as residence halls, bookstores, and food services, to be self-supporting." This project would be self-supporting from room and board revenues.

Page 6-3 of the *Plan* states: "Facilities funding has historically come from a variety of sources. These sources of funding and example applications include: . . . User fees for student centers, residence halls, and parking;"

Pages 6-8 and 6-9 of the *Plan* state: "Funds from non-tax sources support the design, construction, and ongoing facility O&M of other institutional space, such as: . . . Self-sufficient student support space such as student housing, parking, student centers/unions, student medical services, recreational facilities, and student auxiliary services (e.g., childcare services, bookstores, etc.)."

This project is not directly applicable to UNL's role and mission assignment as it involves student support space

(UNL-City / 18th/19th & R St. Residence Hall evaluation continued)

2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.

Yes

No

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Comments: This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria.

2.A Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low

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Comments: The Board of Regents approved the UNL *Physical Master Plan 2006-2015* on April 21, 2006. Page 14 of the *Plan* states: "Students are showing a strong desire for on-campus housing options with more amenities than traditional dormitories such as apartment-style and suite-style facilities."

Page 30 of the *Plan* states: "Residential space needs (residence halls, family apartment units, etc.) were projected by Paulien and Associates at 1,237,405 nsf in 1997. A 2005 estimate from the program statement for the newest housing complex at UNL, The Village, indicates a current total of approximately 1,377,503 nsf of residential space, for a surplus of approximately 140,000 nsf. However, the current trend towards suite-style residence halls with single bedrooms and greater amounts of supporting space may require the renovation of older residential complexes on campus effectively reducing their bed capacities. This trend could greatly reduce or even eliminate the apparent surplus of residential space."

Page 36 of the *Plan* identified use of the proposed site for a future academic/research facility.

The UNL *Student Housing Master Plan* presented to the Board of Regents in March 2003 identified the renovation of the Cather-Pound Residence Halls as a project.

2.B Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low

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Comments: Cather-Pound Halls have many rehabilitation needs as outlined in the program statement and *2010 Renovation Feasibility Study* to include:

- Exterior repairs/replacement to include a new roof, precast panels and sealant repair, and new windows;
- Complete replacement of the original heating, ventilating and air-conditioning (HVAC) system;
- Replacement of the existing water heaters and water softeners, and shower drain piping;
- Replacement of electrical transformers, switching, circuits, panels, wiring, and room receptacles;
- Replacement of all light fixtures with new energy-efficient lighting; and
- Replacement of all floor, wall and ceiling finishes.

2.C Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

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Comments: Cather-Pound Halls have several functional deficiencies as outlined in the program statement and *2010 Renovation Feasibility Study* to include:

- Fire and life safety work to include extension of the fire sprinkler system, modify the fire alarm system, and lead paint abatement;
- Complete restroom remodel to meet current mechanical code to include new fixtures, finishes and shower configurations to address ADA needs;
- Other code compliance work to include elevator modifications;
- Ventilation improvements to provide adequate air supply and exhaust for restrooms and laundry rooms; and

(UNL-City / 18th/19th & R St. Residence Hall evaluation continued)

- Lack of suite-style units with living rooms, kitchenettes, and private restrooms.

2.D Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low
☒ ☐ ☐ ☐ ☐

Comments: University Space Guidelines do not address a recommended size for suite-style residence hall units.

UNL had a fall 2010 residence hall capacity of 6,484 beds on City and East Campus. Approximately 150 family apartment units are also operated by University Housing on the two campuses. The most recent five-year average occupancy rate for UNL residence halls is 97.5%. UNL anticipates that it will maintain a high occupancy rate after completion of this project.

2.E Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.

High Low
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Comments: UNL has used the services of a student housing consulting firm to assist in the master planning, programming and design of spaces for its housing projects.

2.F Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.

High Low
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Comments: UNL's 2010 fall on-campus headcount enrollment was 24,610. After remaining essentially flat over the past 10 years, fall on-campus headcount enrollment increased by about 2,500 since the fall of 2006. An additional 65 beds proposed by this project would not dramatically affect UNL's current high housing occupancy rates.

2.G The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.

High Low



Comments: This proposed project would result in the demolition of Cather-Pound Halls, at a cost of \$3 million. UNL is projecting that \$27.8 million in surplus funds would be available from uncommitted room and board revenues in FY 2015 for demolition.

Room and board revenues, less meal revenues, from the two new residence halls would not likely generate sufficient revenues to finance a 31-year revenue bond issue for the proposed project on their own. However, overall campus revenue and expenditure projections appear to support the ability to finance the proposed project. Sufficient campus housing revenues also appear to be available to operate and maintain the facility based on the finance plan.

2.H Evidence is provided that this project is the best of all known and reasonable alternatives.

High Low



Comments: The university considered several alternatives to the proposed solution to replace Cather-Pound Halls with two new suite-style residence halls. The primary alternative considered by UNL was a partial renovation of the Cather-Pound Residence Halls to provide another 10 to 12 years of services. UNL believed that this option would be too costly (between \$17 million and \$25 million) for the relatively short time of use. This alternative would not provide amenities that student's desire.

Commission staff estimates a complete renovation of Cather-Pound Halls to cost about \$36 million, while the university's consultant has estimated a full renovation at about \$38 million excluding renovation of the dining hall. A renovated Cather-Pound would not provide additional suite-style housing.

The demolition of Cather-Pound Halls without

replacement was also considered by the university. This alternative would leave UNL far short of the number of beds currently needed to house first year and upper level students desiring to live on campus. This option would also leave University Housing far short of the capacity necessary to maintain its current level of summer conference operations. UNL stated that summer conference activities generate \$2 million per year in gross receipts, helping to minimize room and board rates.

Other options considered by UNL included constructing fewer beds and replacing Cather-Pound Halls with a new residence hall and dining facility on the current Cather-Pound site. Constructing fewer beds on either site would not be as cost effective due to economies of scale and would temporarily reduce the number of beds available as Cather-Pound Halls were demolished until construction was completed on replacement space.

Another alternative considered by UNL was constructing the 300 to 400 bed addition to Knoll Hall, envisioned when the Knoll project was planned. This alternative would require higher site costs to relocate an electrical line and demolish a storage building. This alternative also would not fully replace current occupancy levels in Cather-Pound Halls.

The university chose the replacement of Cather-Pound Halls on a new site with suite-style units for an estimated \$78.9 million plus future demolition costs of Cather-Pound Halls. UNL determined that about 1,025 beds could be constructed in suite-style housing on the proposed site.

2.I **Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.**

High Low

Comments: No cost savings would be generated from this project. However, this project should maintain high occupancy rates for on-campus housing by providing modern, safe, and functional facilities.

2.J Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low

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Comments: Construction Costs - The university's estimate to construct 1,025-bed suite-style residence halls and replace 420 parking stalls is \$78,918,000 (\$196.81/gsf or \$71,620/bed and \$13,144/parking space). Commission staff's estimate of the total project cost is \$79,552,000 (\$198.33/gsf or \$72,174/bed and \$13,270/parking space) for construction of a college, dormitory 4-8 story facility per *R.S. Means Square Foot Costs* modified to account for local conditions. The university's estimate is \$634,000 (0.8%) lower than Commission staff's estimate for the project. The primary difference between these estimates is in estimated construction costs. The minor difference between these estimates is within the project contingency.

Operating and Maintenance Costs - The university's estimate to provide increased facility operating and maintenance (O&M) funding for a new larger residence halls is \$1,100,000 per year (\$2.95/gsf/year). Commission staff's estimate for facility O&M is \$1,100,800 per year (\$2.95/gsf/year). The university's estimate is \$800 per year (0.1%) lower than Commission staff's estimate for the project. Both estimates account for an increased number of residents.

2.K Source(s) of funds requested are appropriate for the project.

High Low

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Comments: The use of revenue bond facilities fees (including room and board fees) to retire a 31-year revenue bond issue and to finance an increase in operating and maintenance costs is appropriate. The use of surplus funds to finance a portion of this project for replacement of student housing is also appropriate.

The Board of Regents authorized a principal bond issue not to exceed \$83,000,000. The financial feasibility plan submitted to the Commission is for an \$80,990,000 bond issue with funds broken out as follows:

- Construction Fund – \$65,410,000
- Capitalized Interest Fund – \$ 8,117,800
- Debt Service Reserve Fund – \$ 6,246,100
- Issuance & Misc. Costs – \$ 1,216,100

The university is estimating the average coupon rate as 5.30% plus a 0.75% cushion to account for rate fluctuation. Annual debt service for the bond issue is estimated to average \$5,955,100 per year, totaling approximately \$184.6 million in principal and interest payments based on an average coupon rate of 6.05%.

UNL Housing estimates that the surplus fund balance was \$19,565,005 as of June 30, 2011. The estimated surplus fund balance on June 30, 2014, including expenditures of \$5,508,000 for this project, is estimated to be \$21.3 million.

3. The proposed project demonstrates that it is not an unnecessary duplication of facilities.

Yes

No

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Comments: The university has demonstrated that this project would not unnecessarily duplicate residential space on the UNL campus.

- 3.A **Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.**

High Low

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Comments: This project would provide a net increase of about 65 residence hall beds on campus after completion of both phases of this proposed project and demolition of Cather-Pound Halls. UNL currently has 6,484 on-campus beds available.

4. **The project's proposal provides sufficient information from which the Commission can review and make an informed recommendation.**

Yes

No

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Comments: The initial proposal, along with additional financial information and follow-up responses to questions, has provided sufficient information for the Commission to review this proposed project.

COMMISSION ACTION AND COMMENTS:

Approve

Disapprove

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Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-404 and 85-408, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of this proposal to issue revenue bonds to construct suite-style residence halls in two phases and reimburse UNL Campus Parking to relocate approximately 420 parking stalls on the University of Nebraska-Lincoln City Campus as outlined in the program statement, financial feasibility plan and supplemental information provided by the university.

Comments: This proposal requires the review and approval of the Legislature or the Executive Board of the Legislative Council as required by Statute. The university states that this project would meet a demand for additional suite-style housing. On-campus housing is correlated with higher graduation rates and higher grade point averages for both freshmen and upper division students. Attractive student housing can also assist in recruitment and retention of

students.

The cost of replacing Cather-Pound Halls with new suite-style housing, replacing displaced parking, and demolishing the existing buildings is more than twice the cost of fully renovating the existing double-occupancy residence halls (\$82 million vs. \$38 million). Renovation of Cather-Pound Halls would be significantly more expensive per square foot than recent renovations of UNL's other two 1960's high-rise residence hall complexes due to age, floor plan configuration, and unusual conditions such as the need to re-weld existing exterior pre-cast concrete panels to the building structure. With the cost of renovation nearly as high per square foot as new construction, the university believes that the construction of suite-style housing would better meet the demands of students and families with the ability to pay.

The use of revenue bonds amortized over a 31-year period is an acceptable means of financing the majority of the proposed project. A debt service coverage ratio for UNL's Student Fees and Facilities Bonds, which includes student housing, is projected to reach a low of 1.42 times available income after expenses in FY 2013, which includes debt service for this project. The debt service coverage ratio is projected to increase annually thereafter. University bond covenants require a minimum debt service coverage ratio of 1.15.

The use of surplus funds is an acceptable means of financing a portion of this replacement project proposal. UNL Housing's surplus fund balance was estimated to be \$19,565,005 as of June 30, 2011. The estimated surplus fund balance on June 30, 2014, including expenditures of \$5,508,000 for this project, is estimated to be \$21.3 million. Sufficient surplus funds should be available following completion of this project to adequately meet future repair and replacement needs for UNL's residence hall facilities.

UNL's 2010-11 room and board rate of \$7,660/year for a double room with meal plan was the highest rate compared to other in-state public higher education institutions. When compared to the Board of Regents approved peer group, UNL has the second lowest room and board rate (only the University of Kansas was lower). UNL anticipates increasing room and board rates by 5.25% per year over the next several

years.

The overall cost to attend UNL for four years, including instate-undergraduate tuition, mandatory fees, room and board (double occupancy room), books/supplies, and transportation/personal expenses is about \$77,400 in 2010-2011 dollars.

Annual cost increases to attend postsecondary education institutions continues to exceed both increases in general inflation and median family income. Currently, federal undergraduate student loans totaling \$19,000 are available for undergraduate students over four years, leaving a substantial amount of funds that needs to be raised by students and their families. As the Commission has outlined in the

Comprehensive Statewide Plan for Postsecondary Education:

“The rising cost of postsecondary education throughout the country has raised concerns that some students may be priced out of opportunities. While tuition and fees at Nebraska’s public institutions are generally less than national averages, paying for a college education is a barrier to higher education for many students and their families.”

APPENDIX 21

2010-2011 Factual Look at
Higher Education in Nebraska

Section B: Degrees and Other Awards

This publication was previously sent under separate cover for your review.
Please refer to that copy.

Ratification of an action by the Commission's Executive Committee: Appointment of Dr. Eric Thompson to a two-year term on the Sports Arena Facility Financing Act Board

Background

The Sports Arena Facility Financing Act (Neb. Rev. Stat. § 13-3101, et seq.) was approved by the Legislature in 2010 as LB 779. Its main purpose is to provide public assistance to any political subdivision (cities, counties, etc.) building a sports arena that is funded by general obligation bonds. While any political subdivision is eligible, the main focus of the legislation was the proposed sports arena in Lincoln and the new baseball complex built in Sarpy County. The legislation went through significant changes after it was advanced to the floor, and the final version was very different from the bill originally introduced. The final language was modeled after the existing Convention Center Facility Financing Act, which was first enacted in 1999 and paved the way for Omaha's Qwest Center. That original statute required that the Coordinating Commission select a member to the board overseeing the Convention Center Act. The Sports Arena Facility Financing Act directs the Commission to make a similar appointment.

The basic concept of the Sports Arena Act is to take any new sales tax generated as a result of the new arena, within a 600 yard zone, and allow that money to be used to pay off the bonds for the arena. It is similar to tax-increment financing, except that it is done at the state level by using state sales tax rather than local property tax dollars.

The board overseeing the Sports Arena Act is housed within the Department of Revenue for administrative and budget purposes. The board's function is to review applications for public assistance under the act. To be eligible, the proposed sports arena must meet certain specifications, including a capacity between 3,000 and 7,000 seats. The arena also must be funded in part with general obligation bonds, which means tax dollars will be used to make payments on the bonds. Any assistance received must be used for public purposes only and can only be used to pay back bonds issued for the financing of the arena.

The amount of assistance is determined by calculating the state sales tax generated at the facility, state sales tax on ticket sales, and any new state sales tax revenue collected from nearby retailers. The assistance must be appropriated by the Legislature after the board approves the application. The Act states that it is the Legislature's intent to appropriate 70 percent of the sales tax generated at the facility, near the facility and from ticket sales. Assistance is limited to 25 years and \$50 million. The Act took effect on July 1, 2010.

Needed Action

The Sports Arena Act established a board that is to include "a professor of economics on the faculty of a state postsecondary educational institution appointed to a two-year term on the board by the Coordinating Commission for Postsecondary Education." In late May, staff of the Nebraska Department of Revenue brought that requirement to the attention of Commission staff

and indicated that a Commission appointee was needed to participate in a meeting scheduled for June 20. Commission staff identified an appropriate nominee, and, because of the time constraints, recommended that the Commission's Executive Committee appoint that person for service, with later ratification of that appointment by the full commission.

Dr. Eric C. Thompson was selected and has agreed to serve as the Commission's appointee to the Sports Arena Act Board. He is an Associate Professor of Economics at the University of Nebraska-Lincoln, where he also serves as Director of the Bureau of Business Research. He holds a baccalaureate degree in public policy from the University of Chicago and master's and doctoral degrees in agricultural economics from the University of Wisconsin-Madison, where his work focused on community economic development.

A copy of Dr. Thompson's curriculum vita was reviewed by the Commission's Executive Committee prior to their appointing him and is available upon request. The letter notifying the Department of Revenue of his appointment is included herein.

Recommendation: That the full Commission ratify the Executive Committee's appointment of Dr. Eric C. Thompson to a two-year term as the Commission's designee to the board established by the Sports Arena Facility Financing Act.



Memorandum
P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508
Telephone: 402/471-2847 • Fax: 402/471-2886 • www.ccpe.state.ne.us
Marshall A. Hill, Ph.D., Executive Director

DATE July 7, 2011
TO Commissioners
FROM Katherine Green
SUBJECT Changes to ACE Plus Scholarship for 2011-2012

The ACE Plus Scholarship is a new scholarship this year that provides a small grant to former ACE students who are in their first or second year of attending college full time. The scholarship is funded solely by the federal College Access Challenge Grant, and no state statutes govern the program. In December the Commission approved operating procedures for the program. Scholarship amounts are currently as follows:

First-year award: \$500

Second-year award: \$1,000

At the time the procedures were written, staff planned to award first-year students a "half" scholarship of \$250 for the spring semester of the 2010-2011 academic year. Due to a number of circumstances, the scholarship application was not available until the end of May. As a result, it no longer made sense to require these students to apply for the "half" scholarship and then apply again for the full second-year scholarship. Further, due to the late date, it would have been nearly impossible to apply this "half" scholarship to the education costs of the spring semester. As a result, I have proposed rolling the two scholarships into one scholarship for the 2011-2012 year only. **This would mean that students qualifying for the second-year award would receive a scholarship of \$1,250 in the 2011-2012 academic year only.**

The Commission is asked to approve this change since it approved the original operating procedures for the program.



Memorandum

P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508
Telephone: 402/471-2847 • Fax: 402/471-2886 • www.ccpe.state.ne.us
Marshall A. Hill, Ph.D., Executive Director

DATE July 7, 2011
TO Commissioners
FROM Marshall Hill
SUBJECT 2011 College Access Challenge Grant funding recommendations

In August of 2010, the Commission approved subgrantee awards under the federal College Access Challenge Grant for both 2010 and 2011. Due to some variance between the two years, the Commission has an additional \$73,800 for 2011 to award to subgrantees or, alternatively, to allocate to the ACE or ACE Plus Scholarship programs.

The Commission issued a Request for Proposals in May and received four proposals, two of which were from 2010 subgrantees. The RFP laid out the award procedure as follows:

The project director will review the proposals and rank them in order of merit. The recommendations of the project director may be contingent upon the acceptance of certain changes in the project or the budget. The recommendations of the project director will be submitted to the executive director of the Coordinating Commission who will make recommendations to the Executive Committee of the Commission. The Executive Committee will determine the final awards which will be approved or ratified by the Commission at its July 21, 2011 meeting. The recommendations will be incorporated into the state's application to the U.S. Department of Education. All awards are contingent on approval of the 2011 application to the U.S. Department of Education. Award notification will be made in writing when the Coordinating Commission receives notification that the U.S. Department of Education has approved the application.

The following are my recommendations, which the Executive Committee recommended for approval on July 7:

Metropolitan Community College	\$32,826
Nebraska Methodist College	\$39,600
ACE Plus Scholarship Program	<u>\$1,374</u>
TOTAL	\$73,800

The information that follows includes a summary of each proposal submitted, as well as Commission staff comments and recommendations:

1. Metropolitan Community College – “Prepare – Lead – Enroll – Succeed”

Funding Requested: \$32,826

Funding Recommended: \$32,826

Summary:

“Parental Involvement Program (PIP)” –

This program is related to the currently funded “Careers for Kids” initiative at Omaha Public Schools. The MCC program would take 15 parents of students participating in the Careers for Kids program with the goal of advancing the educational attainment of the parents simultaneously with the high school students. It is a nine-month program, and participants will enroll in MCC courses and attend workshops on self-awareness, parenting skills, academic success, and providing ongoing academic motivation for their children. Preference will be given to low-income parents who are members of unrepresented populations. The program also includes leadership opportunities for participants serving on the PIP Council, which “will develop its own ground rules, decision-making processes, and processes for dealing with problems related to PIP participants or activities.” The Council will also select workshop topics, presenters, and cultural activities.

“Men of Distinction Conference” –

This is an event that is distinct from the Parental Involvement Program. It is a one-day conference for 100 male inner-city high school juniors and seniors. Students create a Personal Action Plan through a series of conference workshops, booths hosted by colleges, and networking. The first conference was held during the 2010-2011 school year. This year’s conference is planned for Nov. 4, 2011 at the MCC Fort Omaha campus.

Comments:

Commission staff believes both the Parental Involvement Program and the Men of Distinction Conference serve important underserved populations while fulfilling one of the key goals of the CACG – reaching people who are at risk of not enrolling in postsecondary education. According to the proposal, 47,000 Omaha-area adults lack a high school diploma. Nearly 70 percent of Omaha African American adults do not have a high school education, and there is a 90 percent chance any college-bound African American student would be a first-generation college student.

The Parental Involvement Program would be the first Nebraska CACG program to focus on the adult population. According to the Working Poor Families Project, “expanding college access and success among adults as well as young people is necessary to ensure that the United States can field enough skilled workers to power its economy over the next generation.” An interim study is currently pending before Nebraska’s Appropriations Committee on transitioning adults into postsecondary education.

This program will not only aid the participants in the program, but research has shown it should increase the likelihood of success for the participants’ children as well. Based on data from the National Assessment of Educational Progress (NAEP), 1) student achievement increases as the level of the parents’ education increases; 2) student achievement decreases with the incidence of poverty; and 3) student achievement increases with the frequency that parents talk to their children about school work.

The Men of Distinction Conference held its first event last year and was funded with 2009-2010 CACG funds. According to an evaluation survey, 63 percent of respondents agreed “very much” that one of the workshops helped improve their knowledge, strategies, or skills, and 97 percent expected to use the information from the workshop in their education either “very much” or “some.” Further, Carina Pfeil attended last year’s conference and witnessed the impact the event

had on the participating students. Commission staff supports funding this event because it focuses on a specific population that is at a high risk of not enrolling in postsecondary education.

2. Nebraska Methodist College – “College Challenge”

Current Funding Approved for 2011: \$47,000

Additional Funding Requested: \$64,210 (revised request of \$39,600)

Additional Funding Recommended: \$39,600

Summary:

Nebraska Methodist College’s Upward Bound program has worked with St. Luke’s United Methodist Church’s Teen Center for the past three years to offer after-school activities, tutoring, and mentoring to Burke High School students. During the 2010-2011 grant year, CACG funds were used to fund additional teacher-mentors and a student savings and matching program, as well as food and supplies for the tutoring program. The Commission has approved that funding for the 2011-2012 grant year as well.

Additional funding is proposed to fund two summer programs. The 2012 Summer Program would help underclassmen stay on track and be ready for the next academic year “by providing safe, educational opportunities.” This program had been operated for three years with Upward Bound funding, but due to a loss in funding the program will be discontinued unless new funding is available. Second, CACG funds would support the creation of a summer Senior Bridge Program for high school graduates, which would help high school graduates transition from high school to college.

The summer program would be a six-week program that includes instruction in math, science, and English by certified teachers. Elective courses and field trips would be offered in the afternoon.

Nebraska Methodist College would host the Senior Bridge Program by allowing students to live on campus and take a college course during the summer. Students would also have the opportunity to enroll in a nurse’s aide program and become a certified nursing aide.

The proposal includes continuing activities that are currently funded by the CACG, including mentoring and outreach activities and a savings and matching program.

Comments:

Commission staff believes Nebraska Methodist College has operated a successful program that meets the goals of the CACG. Though this is generally an Upward Bound program, it includes strong partners that make efficient use of resources and targets a specific group of high school students at Burke High School in Omaha. Current funding largely supports teacher-mentors for the after-school program.

Nebraska Methodist has submitted a revised budget for the two summer programs totaling \$39,600 in new funds. The Senior Bridge Program would be reduced to five weeks and the number of staff would be decreased. The Summer Program would reduce costs by limiting transportation costs, stipends to students, and some supply costs.

The college is currently in discussions with Burke High School about the high school paying for the teacher-mentors next year. That could potentially shift about \$26,000 in current funding to the summer program. However, Nebraska Methodist has indicated that additional funds would still be needed in order to continue offering the summer program.

3. AIM Institute – “College Bound University”

Funding Requested: \$39,888

Funding Recommended: 0

Summary:

The AIM Institute is an Omaha-based, non-profit organization whose mission is “to empower communities, organizations and individuals through information technology.” One of its focuses is providing educational programs in schools, at the workplace, and in the community to improve information technology education in the region. AIM also helps nonprofit and educational organizations manage and evaluate programs.

The proposed program is an extension of an Upward Bound program that AIM has been administering since 2000. Within its Upward Bound program, 98 percent of students graduated from high school and 91 percent enrolled in postsecondary education. By virtue of it being an Upward Bound program, it is focused on low-income and first-generation students.

The submitted proposal requests funding to fill identified gaps in the current program. These gaps include: “program development, enhanced staffing, enhanced transportation, increases in supplies, mainly meals and a more rigorous evaluation process.”

Comments:

Commission staff is reluctant to recommend CACG funding to replace Upward Bound funding unless it is for a specific purpose or program. AIM proposed to fill “gaps” in its current program, and over 40 percent of the budget was devoted to paying volunteers who work in its summer program. As a result, Commission staff does not recommend funding this proposal.

4. Mid-Plains Community College – “Building Bridges to College Access”

Funding Requested: \$45,685

Funding Recommended: 0

Summary:

The proposal seeks to continue a program funded during 2010 by the CACG program. Funding in 2010 was \$40,000. Mid-Plains was the only 2010 subgrantee to receive funding for only one year simply because they only requested funds for one year.

The program targets high school sophomores through seniors in the college’s 18-county service area. It includes educational presentations and workshops, informational outreach materials, one-on-one guidance and support, early college placement testing and support, links to national resources, assistance with financial aid and enrollment forms, and information on need-based financial aid. The focus is on increasing the number of students who complete the FAFSA and enroll in college.

The “higher education advocate” is a full-time staff member during the school year and does the day-to-day work of planning and promoting higher education within the high schools. This position is supervised by the college’s dean of enrollment. She often travels with the recruitment team, providing presentations on college access and one-on-one support with filling out the FAFSA.

Comments:

Funding is not recommended for this program because there has been little evidence of student impact or success based on progress reports submitted to the Commission during the 2010-2011 year. Further, the majority of the budget is devoted to funding the higher education advocate position and paying for her travel. The remaining \$12,000 would pay for COMPASS testing fees for students, marketing and materials for student workshops, and distribution of a DVD for students unable to attend the workshops.

2011 College Access Challenge Grant

Approved and Proposed Funding

<u>Subgrantees</u>		Approved	Proposed
Entity:	Project Name:	FY 2011	FY 2011
1. EducationQuest Foundation	<i>8th-9th-10th Grade Initiative</i>	\$204,500	
2. Omaha Public Schools	<i>Careers for Kids Resource Center</i>	\$280,000	
3. Central Plains Center for Services	<i>Success Through Education</i>	\$76,000	
4. Ho-Chunk Community Dev. Corp.	<i>Challenging Our Youth to Succeed</i>	\$100,000	
6. Nebraska Methodist College	<i>College Challenge</i>	\$47,000	\$39,600
7. Grace University	<i>College 101</i>	\$19,000	
8. Bright Futures Foundation	<i>Building Bright Futures/Bright Futures Foundation Avenue Scholars</i>	\$102,700	
9. Metropolitan Community College	<i>Prepare - Lead - Enroll - Succeed</i>		\$32,826
Total Subgrantee Funding:		\$829,200	\$72,426
<u>Scholarship Programs</u> (Administered by CCPE)		Approved	Proposed
		FY 2011	FY 2011
1. Access College Early (ACE) Scholarship Program		\$250,000	
2. ACE Plus Scholarship Program		\$223,832	\$1,374
Total Scholarship Funding:		\$473,832	\$1,374
TOTAL PROGRAM FUNDING		1,303,032	73,800

Proposed Budget for Fiscal Year 2011-2012

Coordinating Commission for Postsecondary Education

	2009-2010 Expenditures	2010-2011 Expenditures	2011-2012 Proposed Budget
PERSONAL SERVICES			
Permanent Salaries	\$837,369	\$788,500	\$750,000
Temporary Salaries	\$0	\$0	\$0
Overtime	\$0	\$0	\$0
Subtotal	\$837,369	\$788,500	\$750,000
PSL	\$837,369	\$788,500	\$811,420
Benefits	\$237,697	\$238,972	\$214,000
Subtotal	\$1,075,066	\$1,027,472	\$964,000
OPERATING EXPENSES			
Postage	\$3,364	\$3,059	\$3,400
Communication	\$14,518	\$14,978	\$15,000
Freight (one-day carrier service)	\$0	\$0	\$100
Data Processing	\$1,933	\$1,950	\$2,000
Publication & Printing	\$9,824	\$7,598	\$9,500
Awards Expense	\$140	\$24	\$150
Dues & Subscriptions	\$12,260	\$12,899	\$13,000
Conference Registration Fees	\$2,986	\$1,200	\$2,000
Employee Moving Expense	\$0	\$0	\$0
Electricity	\$2,267	\$1,666	\$1,800
Rent Expense	\$42,881	\$38,769	\$40,000
Repair & Maintenance	\$15	\$0	\$100
Office Supplies	\$1,831	\$1,790	\$1,900
Food Expenses	\$976	\$949	\$1,100
Education Supplies	\$243	\$287	\$300
Account & Auditing Services	\$6,843	\$7,363	\$6,705
Other Cont. Srvs & Travel Exp.	\$0	\$656	\$500
Other	\$1,529	\$1,430	\$1,500
Subtotal	\$101,610	\$94,618	\$99,055
STAFF TRAVEL			
Board & Lodging	\$3,633	\$1,445	\$3,796
Commercial Transportation	\$1,633	\$495	\$1,500
State-Owned Transportation	\$1,113	\$1,129	\$1,500
Mileage	\$687	\$319	\$500
Other	\$225	\$34	\$250
Subtotal	\$7,291	\$3,422	\$7,546
COMMISSIONER TRAVEL			
Board & Lodging	\$1,182	\$1,670	\$2,000
Commercial Transportation	\$0	\$0	\$0
Mileage	\$6,779	\$6,449	\$7,500
Other	\$0	\$0	\$25
Subtotal	\$7,961	\$8,119	\$9,525
CAPITAL OUTLAY			
Office Equipment	\$701	\$0	\$500
Hardware	\$0	\$0	\$5,000
Software	\$1,532	\$0	\$2,500
Subtotal	\$2,233	\$0	\$8,000
MHEC DUES			
MHEC Dues	\$95,000	\$90,000	\$95,000
Subtotal	\$95,000	\$90,000	\$95,000
TOTAL EXPENDITURES	\$1,289,161	\$1,223,631	\$1,183,126
General Fund Appropriation	\$1,278,523	\$1,219,698	\$1,166,756
Cash Fund Appropriation	\$17,714	\$10,768	\$9,535
Encumbrances & Carryover	\$0	\$0	\$6,835
End-of-Year Balance	\$7,076	\$6,835	\$0
TOTAL APPROPRIATION	\$1,296,237	\$1,230,466	\$1,183,126