

Chambliss	Hill	Mollohan	Stearns	Tiahrt	Watts (OK)
Clayton	Hilliard	Moore	Stenholm	Tiberi	Waxman
Clement	Hinchee	Moran (KS)	Strickland	Tierney	Weiner
Clyburn	Hinojosa	Moran (VA)	Stump	Toomey	Weldon (FL)
Coble	Hobson	Murtha	Stupak	Towns	Weldon (PA)
Collins	Hoeffel	Myrick	Sullivan	Turner	Weller
Combest	Hoekstra	Napolitano	Sununu	Udall (CO)	Wexler
Condit	Holden	Neal	Sweeney	Udall (NM)	Whitfield
Conyers	Holt	Nethercutt	Tanner	Upton	Wicker
Cooksey	Honda	Ney	Tauscher	Velasquez	Wilson (NM)
Costello	Hooley	Northup	Tauzin	Visclosky	Wilson (SC)
Cox	Horn	Norwood	Taylor (MS)	Vitter	Wolf
Coyne	Hostettler	Nussle	Taylor (NC)	Walden	Woolsey
Cramer	Houghton	Oberstar	Terry	Walsh	Wu
Crane	Hoyer	Obey	Thompson (CA)	Wamp	Wynn
Crenshaw	Hunter	Olver	Thompson (MS)	Waters	Young (AK)
Crowley	Hyde	Ortiz	Thornberry	Watkins (OK)	Young (FL)
Cubin	Inslee	Osborne	Thune	Watson (CA)	
Culberson	Isakson	Ose	Thurman	Watt (NC)	
Cummings	Otter				
Cunningham	Issa	Owens			
Davis (CA)	Istook	Oxley	Clay	Sanders	
Davis (FL)	Jackson (IL)	Pallone	Hulshof	Tancredo	
Davis (IL)	Jackson-Lee	Pascrell			
Davis, Jo Ann	(TX)	Pastor			
Davis, Tom	Jefferson	Paul			
Deal	Jenkins	Payne	Allen	Kaptur	Nadler
DeFazio	Johnson (CT)	Pelosi	Blagojevich	Lewis (CA)	Riley
DeGette	Johnson (IL)	Pence	Bonior	Lewis (GA)	Roukema
Delahunt	Johnson, E. B.	Peterson (MN)	Calvert	Lucas (OK)	Schaffer
DeLauro	Johnson, Sam	Peterson (PA)	Hastings (FL)	Mascara	Thomas
DeLay	Jones (NC)	Petri	Hilleary	McCrery	Trafigant
DeMint	Jones (OH)	Phelps	John	Morella	
Deutsch	Kanjorski	Pickering			
Diaz-Balart	Keller	Pitts			
Dicks	Kelly	Platts			
Dingell	Kennedy (MN)	Pombo			
Doggett	Kennedy (RI)	Pomeroy			
Dooley	Kerns	Portman			
Doolittle	Kildee	Price (NC)			
Doyle	Kilpatrick	Pryce (OH)			
Dreier	Kind (WI)	Putnam			
Duncan	King (NY)	Quinn			
Dunn	Kingston	Radanovich			
Edwards	Kirk	Rahall			
Ehlers	Klecza	Ramstad			
Ehrlich	Knollenberg	Rangel			
Emerson	Kolbe	Regula			
Engel	Kucinich	Rehberg			
English	LaFalce	Reyes			
Eshoo	LaHood	Reynolds			
Etheridge	Lampson	Rivers			
Evans	Langevin	Rodriguez			
Everett	Lantos	Roemer			
Farr	Larsen (WA)	Rogers (KY)			
Fattah	Larson (CT)	Rogers (MI)			
Ferguson	Latham	Rohrabacher			
Filner	LaTourrette	Ros-Lehtinen			
Flake	Leach	Ross			
Fletcher	Lee	Rothman			
Foley	Levin	Roybal-Allard			
Forbes	Lewis (KY)	Royce			
Ford	Linder	Rush			
Fossella	Lipinski	Ryan (WI)			
Frank	LoBiondo	Ryun (KS)			
Frelinghuysen	Lofgren	Sabo			
Frost	Lowe	Sanchez			
Gallegly	Lucas (KY)	Sandin			
Ganske	Luther	Sawyer			
Gekas	Lynch	Saxton			
Gephardt	Maloney (CT)	Schakowsky			
Gibbons	Maloney (NY)	Schiff			
Gilchrest	Manzullo	Schrock			
Gillmor	Markey	Scott			
Gilman	Matheson	Sensenbrenner			
Gonzalez	Matsui	Serrano			
Goode	McCarthy (MO)	Sessions			
Goodlatte	McCarthy (NY)	Shadegg			
Gordon	McCollum	Shaw			
Goss	McDermott	Shays			
Graham	McGovern	Sherman			
Granger	McHugh	Sherwood			
Graves	McInnis	Shimkus			
Green (TX)	McIntyre	Shows			
Green (WI)	McKeon	Shuster			
Greenwood	McKinney	Simmons			
Grucci	McNulty	Simpson			
Gutierrez	Meehan	Skeen			
Gutknecht	Meek (FL)	Skelton			
Hall (OH)	Meeks (NY)	Slaughter			
Hall (TX)	Menendez	Smith (MI)			
Hansen	Mica	Smith (NJ)			
Harman	Millender-Hart	Smith (TX)			
Hart	McDonald	Smith (WA)			
Hastings (WA)	Miller, Dan	Snyder			
Hayes	Miller, Gary	Solis			
Hayworth	Miller, George	Souder			
Hefley	Miller, Jeff	Spratt			
Herger	Mink	Stark			

ANSWERED "PRESENT"—4

NOT VOTING—20

□ 1336

So (two-thirds having voted in favor thereof) the rules were suspended and the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

RECOGNIZING THE FIRST TEE

Mr. BOEHNER. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 448), recognizing The First Tee for its support of programs that provide young people of all backgrounds an opportunity to develop, through golf and character education, life-enhancing values such as honor, integrity, and sportsmanship.

The Clerk read as follows:

H. RES. 448

Resolved, That the House of Representatives recognizes The First Tee for its support of programs that provide young people of all backgrounds an opportunity to develop, through golf and character education, life-enhancing values such as honor, integrity, and sportsmanship.

The SPEAKER pro tempore (Mr. SHIMKUS). Pursuant to the rule, the gentleman from Ohio (Mr. BOEHNER) and the gentleman from Wisconsin (Mr. KIND) each will control 20 minutes.

The Chair recognizes the gentleman from Ohio (Mr. BOEHNER).

GENERAL LEAVE

Mr. BOEHNER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on House Resolution 448.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Ohio?

There was no objection.

Mr. BOEHNER. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in strong support of this resolution that recognizes the efforts of The First Tee, a youth character-building organization

with programs located throughout the country. This program provides young people of all backgrounds an opportunity to develop, through both the game of golf and character education, values and character traits that will positively impact their lives and experiences in school.

The First Tee programs are community-based and implemented through a partnership of parents, civic and corporate leaders, State and local governments, youth-serving agencies, schools, and the golfing community.

Mr. Speaker, a few weeks ago, President and Mrs. Bush hosted a conference at the White House on the importance of character education to our Nation's youth. President Bush cited the importance of character education in instilling common values in our youth. He said, "Americans believe in character education because we want more for our children than apathy or cynicism," the President said. He went on by saying, "We've got higher aspirations for every child in America. We want them to understand the difference between right and wrong."

No activity better parallels life and teaches character better than the game of golf. On the golf course one learns responsibility, honesty, patience, self-control, integrity, respect, confidence, and most importantly, sportsmanship.

As in life, to be successful at golf we must realize we are going to make mistakes. Overcoming both our errors and bad bounces is just as much a part of the game as trying to hit a perfect shot. We learn that a 3-foot putt is just as important as a 300-yard drive, and that we must learn to put the last shot behind us in order to execute the next.

We also learn about ourselves and where our shortcomings lie, the things we need to work on on life's practice range.

The First Tee is working to make the game of golf more affordable and accessible to young people throughout the Nation by opening up golf courses and providing instruction for free and at reduced rates to children of all socioeconomic backgrounds. By the year 2005, The First Tee expects to serve more than 500,000 children in 250 programs throughout the United States. In my State of Ohio currently there are four The First Tee programs serving more than 1,500 children today.

Just as importantly, the golf-related exercises are paired with The First Tee life skills program, which teaches young people values such as responsibility, honesty, integrity, respect, confidence, and sportsmanship. Jack Nicklaus, a man synonymous with the game of golf and a supporter of The First Tee program, said, "For The First Tee, golf is the vehicle, but it is not the destination. We are teaching the young boys and girls a game that can last a lifetime, but through our life skills program we are teaching them lessons for life."

One student in particular, Amber Davis, from Atlanta, Georgia, has been

involved with the Atlanta The First Tee program since April of 2000. She came before our committee and testified about her experiences. She has participated both of The First Tee Life Skills, and currently spends her time volunteering as a mentor for 13 of the young female participants in the The First Tee program.

An accomplished golfer, she has competed in several local, regional, State, and national competitions, and was the only freshman to make her high school golf team at the Woodward Academy in Atlanta. She credits The First Tee program with helping her to develop her strong leadership skills.

I am pleased to bring attention to this program, and I am grateful for the work that The First Tee is doing in our Nation's communities.

Mr. Speaker, I urge my colleagues to support this resolution today, and I reserve the balance of my time.

Mr. KIND. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in strong support of this resolution as well, as a member of the Committee on Education and the Workforce.

Mr. Speaker, I yield such time as he may consume to the gentleman from California (Mr. BACA), my good friend and colleague, and also one of the finest golfers in this institution.

(Mr. BACA asked and was given permission to revise and extend his remarks.)

Mr. BACA. Mr. Speaker, I rise in strong support of House Resolution 448. I believe that The First Tee program is an excellent kind of a program that will allow many individuals to participate in golf, especially when we look at the number of minorities that we have throughout the United States. Over 27.6 percent are minorities, and only 6 percent participate in golf.

I can relate with my own personal story. I come from a large family of 15, being the 15th child. I did not have the opportunity to participate in such sports as these. The First Tee was not available. I wish it was available at the time that I was growing up. So I was involved in basketball and baseball and football and track and other sports. I did not get into golf until later in my years, until after the age of 32.

I wish I was able to have played golf at the earlier stages, because what it does is not only teaches one character in education, which is very important. Character is important in terms of learning, and it also teaches us the importance of self-esteem and confidence.

Not only do we learn responsibility, not only do we learn about our colleagues, but it also has parental involvement, which is very important when we look at The First Tee program. It is important when we have our children that are participating and we have parental involvement.

It takes a child, and that child begins to learn the skills of the game, or being competitive in another area. It presents opportunities for many kids to

get into a program they would never have had an opportunity to have gotten into. The First Tee provides that opportunity for many minorities to get their hands in and play the game of golf.

Golf is important to many individuals, not only in terms of leadership skills, but integrity and honesty on the golf course, as well. Many individuals who play the game of golf sometimes forget how to count. It is excellent in math. It teaches good math skills because we learn how to count, as well.

□ 1345

Some people happen to overexaggerate their handicap. This way the child knows exactly what the handicap is, and they do not have to exaggerate like most adults do to try to keep their handicaps low. Adults will learn the emphasis of the importance of establishing a handicap, which is very important.

As I said, the fundamental skills, the social skills are very important, the self-esteem, the confidence an individual will have. Most of all, it keeps kids off the streets, which is very important. It gets them involved, and we have got to find activities for many of our students to be involved. This presents an opportunity for many of our kids to be involved in another activity that maybe they would not have. They now will have an opportunity that they know that they can afford to play. Like most of us, it becomes so expensive to get out and play the game of golf. We say we cannot afford the game of golf. We do not have the equipment, cannot afford to buy the clubs. First Tee provides the individuals with golf clubs. First Tee provides the instructions that are necessary. These are the obstacles that many of us, minorities that do not have the money, would love to play the game, but say is there a vehicle for us to get that kind of service?

The vehicle is here through First Tee. It gives them an opportunity to go out there and participate without having to worry about the cost on themselves or their parents; and especially as we look at now, it is becoming so costly for anyone to play any kind of recreational activity. Parents who want to be involved in little league, now they have to pay X amount of dollars for the kids to play or participate. It has become a lot more difficult.

We have got to provide avenues for our children to play. This is an excellent avenue for them to develop their skills, to build their self-confidence, stay in school, which is more important, and educate our kids. I believe in the program. We should all support it, and I ask all of my colleagues to support H. Res. 448.

Mr. BOEHNER. Mr. Speaker, I yield such time as he may consume to the gentleman from Georgia (Mr. ISAKSON).

Mr. ISAKSON. Mr. Speaker, I thank the chairman for the introduction of this resolution, and I rise to pay tribute to the Professional Golf Associa-

tion of America for what they are doing with the First Tee program.

The previous speaker did an outstanding job talking about the accessibility it gives to those that otherwise would not have it. He talked about the disciplines that the game of golf teaches to those who so desperately need disciplines.

Mr. Speaker, I would like to tell another story for a minute about how meaningful a program like this can be as the seed to not only change a life but change a community.

In Atlanta, Georgia, there is an area known as East Lake. In Atlanta, Georgia, the East Lake community was the home golf course of Bobby Jones. It is where Bobby Jones grew up. Over the years, East Lake became an abandoned country club. The East Lake community of Atlanta became the worst of Atlanta's inner-city poverty, crime-ridden neighborhoods.

This fall the PGA championship will be played at East Lake. What happened? What happened is a man named Tom Cousins in Atlanta bought the property and decided to change the lives and change that community. He redid the golf club. He bought abandoned houses and homes. He leased for \$1 a year the public school and built a \$28 million YMCA day care center and public school, and he established fundraisers for First Tee.

The first professional to come to Atlanta for that fundraiser was Tiger Woods. Since that time, other professional golfers have come to raise money to make golf accessible to those who previously thought it was not accessible.

In the meantime, he transformed a neighborhood. It is now a multi-income, multiracial, multiethnic pristine golf community that just years ago was devastation to our city.

There are a lot of lives in America that are just like East Lake was. They are impoverished. They have no hope. They have no mentor. They have no discipline, and they think there is no future.

Through the PGA and through the First Tee program, those in America most in need of all those things they do not have have it accessible to them. The First Tee's growth throughout the country is going to ensure that many Americans who might not have had a chance will have it.

I commend the professional sport and its athletes for giving of their time and their money to make a difference in lives; and I would comment that not all professional sports of this day and time can take credits to that mantle, but the PGA can. The First Tee changes lives, and we are right to commend the PGA tour, its commissioner, and all of its players for making a difference in the lives of young Americans.

Mr. KIND. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, as I indicated earlier, I do rise in support of the resolution today. I commend the chairman, the

gentleman from Ohio (Mr. BOEHNER), of the Committee on Education and the Workforce for holding a hearing on this important program, for offering this resolution which recognizes the wonderful accomplishments of the First Tee program, as well as character education generally, which is part of the Elementary and Secondary Education Act recently passed earlier this year, signed by the President, No Child Left Behind.

The First Tee program provides young people of all backgrounds an opportunity to develop life-enhancing values such as honor, integrity, sportsmanship through golf, and character education generally. Teaching character education through golf plays a significant role in many adolescents' lives. Specifically, the First Tee helps keep our children out of the rough and on the fairway towards a successful future.

I like to play a little golf myself, although not very well. I have two little boys, Johnny and Matthew, who are just six and four right now and I am introducing the sport to them. It is not only a lot of fun but it is a great sport. We are able to spend a lot of quality time together. A father and two little boys, chipping a little bit in the back yard. I set up a driving net where they hit the ball into. It is a lot of fun watching them develop not only their physical skills, but also the certain values that I hope they will carry through with them in life, the values of discipline and hard work, playing by the rules, getting along, sharing clubs, things of this nature that golf introduces to our youth and that the First Tee program is really all about.

I am pleased that through the First Tee program many children will have the same opportunity to participate in golf and reap the benefits that, unfortunately, just a few children receive today. The National Golf Foundation, for instance, revealed that only 2 percent of children age 12 to 17 ever tried golf and that only 5 percent of this Nation's golfers are minorities. Studies show that the major barrier to attracting more children, and especially economically disadvantaged children, to the sport was the lack of places that welcomed them, places they could physically get to and places that they could afford.

The First Tee program was created to address these access and affordability issues. The First Tee is implemented through a partnership of parents, civic and corporate leaders, State and local governments, youth-serving agencies, schools and the golfing community itself. As my friend, the gentleman from Georgia (Mr. ISAKSON), just pointed out, the Professional Golfers Association has been very involved, playing a leadership role in expanding the First Tee program across the country.

The program provides young people of all backgrounds an opportunity to develop through golf and character

education life-enhancing values beyond building just physical skills. Students learn life skills and the importance of maintaining a positive attitude, considering the consequences of their decisions, setting and achieving objectives, holding themselves to high standards, and applying to their everyday lives the values such as responsibility, honesty, integrity, respect, confidence, and sportsmanship.

The strong values the First Tee teaches the youths will positively impact their lives, their education and their experiences in school.

The Committee on Education and the Workforce did hold a hearing on this on June 25 to highlight the success of this program, and the greatest golfer of the 20th century, Jack Nicklaus, came and testified. He testified about what the PGA and he personally have done involving the First Tee program, but also about what golf has meant in his life, but especially in those early formative stages of his life and the impact it had on him, the time he spent with his father, the time he spent developing the skills and the discipline and the value system that has made him one of the truly exemplary members of the golf profession today.

We also had another witness, Mr. Speaker, Amber Davis, a 15-year-old junior golfer who was a charter member of the First Tee program in Atlanta who testified before the committee. In her testimony she stated very clearly what a difference the First Tee program has made in her life. In fact, she stated during the testimony, "Golf has played a big role in my development. It has taught me to be the very best I can be, not just at golf, but to excel at everything I attempt. I think that if you are able to successfully master the game of golf, and I do not mean that you have to be a Renee Powell, a Lee Elder or a Tiger Woods, but if you apply all the qualities that it takes to be good at golf, dedication, discipline, honesty, integrity, a high regard for others and yourself, you will be successful at life."

Beyond the game of golf, however, incorporating character education into the school day is important for many children who may not learn basic life skills elsewhere. Strong character development is essential to our children's growth, and I strongly support programs that work towards this goal. That is why so many of us were pleased to include character education under title V of ESEA reauthorization last year. I would hope that appropriators view title V and that bill favorably as we work forward with the appropriation process during the remainder of the year.

The school district in my home town of La Crosse, Wisconsin, exemplifies a model that could be replicated across the Nation. It is unique in that the school board and community members developed core values of character education and included them as part of its school district's vision statement.

Now, these values of character education are worked through an entire school system of three high schools, three middle schools, 11 elementary schools and four charter schools.

One exceptional school within the school district is Lacrossroads High School, a charter school for at-risk adolescents. My good friend, Karen Schoenfeld, teaches character education at this high school and has been working with at-risk adolescents since 1989 as a school counselor and charter school teacher. In June, she was also called to testify before the Committee on Education and the Workforce. I commend the work she does in the field of education and the important emphasis she places on including character education in the school's curriculum. She has truly made a difference in her students' lives. All of our Nation's youths need teachers like Ms. Schoenfeld in their lives to help guide them down the road to success and opportunity.

Mr. Speaker, I am pleased the House today is considering this important resolution. The strong values the First Tee teaches to youths will positively impact their lives, their education, and their experiences in school. These lessons will remain with participants for a lifetime, regardless of whether they play golf professionally or as a hobby. I commend the chairman for his leadership and the hearing and bringing this resolution forward. I would encourage all of our colleagues to support the resolution today.

Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. BOEHNER. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, again I am pleased to bring attention to the First Tee program. I appreciate the bipartisan support that this resolution has received.

The First Tee program was a collaboration between the World Golf Foundation, the PGA tour, the PGA of America, the Tiger Woods Foundation, and many others who have helped to put this program together and to allow it to grow to the extent that it has. They have very ambitious plans to grow this operation to serve some 500,000 children by the year 2005.

The program has integrated both sports and life skill lessons that teach character and instill common values in our youth. Because the First Tee's mission is broader than simply teaching kids how to play golf, their life skills curriculum includes community service and mentoring opportunities. These skills and activities also positively impact school experiences and the academic achievement of those who have been enrolled in the program.

Last year we passed the No Child Left Behind Act to help improve all of our schools and to give every child in America a better shot at a good education. But we know that between birth and age 18 children are only in school about nine percent of that time;

91 percent of that time they are at home and out in their communities. We know that for many of these children, the infrastructure, the support system that is needed to instill the kinds of values that we have talked about on the floor today have to come from home and in those communities. That is where I believe, and I think many Members believe, that if we are truly going to attack the problems we see in inner-city America, it is programs like these that find a way to teach children, one, how to play golf, but more importantly the kind of values that are necessary in order to be successful in life.

Mr. Speaker, I want to thank my colleagues who have spoken on this bill today, this resolution, and urge all of my colleagues to support the resolution.

Mr. CRENSHAW. Mr. Speaker, sports have been traditional vehicles for teaching important life lessons, but today, sport, at its highest levels, is played in an atmosphere where we have a preponderance of athletes who deny they have responsibility to be role models, let alone idols of the young.

There is, however, a sport that not only continues to teach positive life lessons, but also depends on an adherence to them for its very existence. That sport, of course, is golf.

For that reason, I rise today in support of the efforts of the First Tee initiative. This 2-year old program has as its mission to impact the lives of young people around the world by creating affordable and accessible golf facilities to primarily serve those who have not previously had exposure to the game and its positive values. The core values this program strives to instill are confidence, courtesy, honesty, integrity, judgment, perseverance, respect, responsibility, and sportsmanship. Further, while these kids are learning these important life management skills and enjoying the outdoors, they are not engaged in mischievous, delinquent activities.

On August 27, 2000, with 129 facilities in development in 38 states and 1 in Canada, First Tee surpassed their initial goal of having 100 golf-learning facilities in development. Since that time, the First Tee has redefined its goals for the long term by pledging to impact the lives of 500,000 youth by 2005. The program is overseen and has the active support of a committee comprised of members representing the Ladies Professional Golf Association, PGA of America, PGA TOUR, United States Golf Association and the Augusta National Golf Club. In addition, former President George Bush serves as Honorary Chairman.

Mr. Speaker, First Tee will not only have a positive impact on our society today, but will for years to come.

Mr. BOEHNER. Mr. Speaker, I yield back the balance of my time.

□ 1400

The SPEAKER pro tempore (Mr. SHIMKUS). The question is on the motion offered by the gentleman from Ohio (Mr. BOEHNER) that the House suspend the rules and agree to the resolution, H. Res. 448.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

FED UP HIGHER EDUCATION TECHNICAL AMENDMENTS OF 2002

Mr. BOEHNER. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4866) to make technical amendments to the Higher Education Act of 1965 incorporating the results of the Fed Up Initiative, as amended.

The Clerk read as follows:

H.R. 4866

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; REFERENCE; EFFECTIVE DATE.

(a) SHORT TITLE.—This Act may be cited as the “Fed Up Higher Education Technical Amendments of 2002”.

(b) REFERENCE.—Except as otherwise expressly provided in this Act, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

(c) EFFECTIVE DATE.—Except as otherwise provided in this Act, the amendments made by this Act shall take effect on the date of enactment of this Act.

SEC. 2. TECHNICAL AMENDMENTS.

(a) AMENDMENTS TO TITLE I.—

(1) Section 101(a)(1) (20 U.S.C. 1001(a)(1)) is amended by inserting before the semicolon at the end the following: “, or students who meet the requirements of section 484(d)(3)”.

(2)(A) Section 102(a)(2)(A) (20 U.S.C. 1002(a)(2)(A)) is amended to read as follows:

“(A) IN GENERAL.—For the purpose of qualifying as an institution under paragraph (1)(C), the Secretary shall establish criteria by regulation for the approval of institutions outside the United States and for the determination that such institutions are comparable to an institution of higher education as defined in section 101 (except that a graduate medical school, or a veterinary school, located outside the United States shall not be required to meet the requirements of section 101(a)(4)). Such criteria shall include a requirement that a student attending such school outside the United States is ineligible for loans made, insured, or guaranteed under part B of title IV unless—

“(i) in the case of a graduate medical school located outside the United States—

“(I)(aa) at least 60 percent of those enrolled in, and at least 60 percent of the graduates of, the graduate medical school outside the United States were not persons described in section 484(a)(5) in the year preceding the year for which a student is seeking a loan under part B of title IV; and

“(bb) at least 60 percent of the individuals who were students or graduates of the graduate medical school outside the United States or Canada (both nationals of the United States and others) taking the examinations administered by the Educational Commission for Foreign Medical Graduates received a passing score in the year preceding the year for which a student is seeking a loan under part B of title IV; or

“(II) the institution has a clinical training program that was approved by a State as of January 1, 1992; or

“(ii) in the case of a veterinary school located outside the United States that does not meet the requirements of section 101(a)(4)—

“(I) the institution was certified by the Secretary as eligible to participate in the

loan program under part B of title IV before October 1, 1999; and

“(II) the institution’s students complete their clinical training at an approved veterinary school located in the United States.”.

(B) The amendment made by subparagraph (A) shall be effective on and after October 1, 1998.

(3) Section 102(a)(3)(A) (20 U.S.C. 1002(a)(3)(A)) is amended by striking “section 521(4)(C) of the Carl D. Perkins Vocational and Applied Technology Education Act” and inserting “section 3(3)(C) of the Carl D. Perkins Vocational and Technical Education Act of 1998”.

(4) Paragraph (7) of section 103 (20 U.S.C. 1003) is amended to read as follows:

“(7) NEW BORROWER.—The term ‘new borrower’ when used with respect to any date for any loan under any provision of—

“(A) part B or part D of title IV means an individual who on that date has no outstanding balance of principal or interest owing on any loan made, insured, or guaranteed under either such part; and

“(B) part E of title IV means an individual who on that date has no outstanding balance of principal or interest owing on any loan made under such part.”.

(5) Section 131 (20 U.S.C. 1015) is amended—

(A) in subsection (a)(3)(A)(iii)—

(i) by striking “an undergraduate” and inserting “a full-time undergraduate”; and

(ii) in subclause (I), by striking “section 428(a)(2)(C)(i)” and inserting “section 428(a)(2)(C)(ii)”;

(B) in subsection (b), by striking “the costs for typical” and inserting “the prices for, and financial aid provided to, typical”;

(C) in subsection (c)(2)(B), by striking “costs” and inserting “prices”; and

(D) in subsection (d)(1) is amended by striking “3 years” and inserting “4 years”.

(6) Section 141 (20 U.S.C. 1018) is amended—

(A) in subsection (a)(2)(B)—

(i) by inserting “unit” after “to reduce the”; and

(ii) by inserting “and, to the extent practicable, total costs of administering those programs” after “those programs”;

(B) in subsection (c)—

(i) in paragraph (1)(A), by striking “Each year” and inserting “Each fiscal year”;

(ii) in paragraph (1)(B), by inserting “secondary markets, guaranty agencies,” after “lenders,”; and

(iii) in paragraph (2)(B), by striking “Chief Financial Officer Act of 1990 and” and inserting “Chief Financial Officers Act of 1990,” and by inserting before the period at the end the following: “, and other relevant statutes”;

(C) in subsection (f)(3)(A), by striking “paragraph (1)(A)” and inserting “paragraph (1)”;

(D) in subsection (g)(3), by adding at the end the following new sentence: “The names and compensation for those individuals shall be included in the annual report under subsection (c)(2).”.

(b) AMENDMENTS TO TITLE II.—Section 207(f)(2) (20 U.S.C. 1027(f)(2)) is amended by inserting “, including by electronic means,” after “sent”.

(c) AMENDMENTS TO TITLE III.—

(1) Section 316(b)(3) (20 U.S.C. 1059c(b)(3)) is amended by striking “give” and inserting “given”.

(2) Section 326(e)(1) (20 U.S.C. 1063b(e)(1)) is amended, in the matter preceding subparagraph (A), by inserting a colon after “the following”.

(3) Section 342(5)(C) (20 U.S.C. 1066a(5)(C)) is amended—

(A) by inserting a comma after “equipment” the first place it appears; and

(B) by striking “technology,” and inserting “technology.”.