



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 Austin, Texas 78711

MEMORANDUM

October 9, 2019

Stuart W. Stedman
CHAIR

Fred Farias III, O.D.
VICE CHAIR

VACANT
SECRETARY OF THE BOARD

Lauren C. McKenzie
STUDENT REPRESENTATIVE

S. Javaid Anwar
Ricky A. Raven
Emma W. Schwartz
Donna N. Williams
Welcome Wilson, Jr.

Harrison Keller, Ph.D.
COMMISSIONER
OF HIGHER EDUCATION

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Web site:
<http://www.thecb.state.tx.us>

To: Coordinating Board Members & Interested Parties

From: Harrison Keller, Ph.D.

Subject: Coordinating Board Meeting

The agenda for the October 24, 2019, Coordinating Board meeting is attached. The meeting will be held in the Board Room at 1200 East Anderson Lane in Austin according to the schedule below. The agenda is organized according to committees. The times indicated for the start and conclusion of each section of the agenda are approximate and depend on the length of discussion for each item.

***PUBLIC TESTIMONY:** The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair. For procedures on testifying please go to http://www.thecb.state.tx.us/public_testimony.*

Wednesday, October 23

2:00 p.m.

Agency Operations Committee

Texas Higher Education Coordinating Board
Board Room 1.170

6:00 p.m.

Reception & Dinner for Board Members

Truluck's
400 Colorado Street
Austin, TX 78701

Thursday, October 24

Coordinating Board Meeting

Texas Higher Education Coordinating Board
Board Room 1.170

8:30 a.m.

Agenda Item I

Call to Order: Opening Remarks

9:00 a.m.	<u>Agenda Item II</u> Approval of Minutes
9:03 a.m.	<u>Agenda Item III</u> Approval of the Consent Calendar for entire meeting
9:05 a.m.	<u>Agenda Item IV</u> Major Policy Discussion
10:05 a.m.	<u>Agenda Item V</u> Recognition of Excellence
10:35 a.m.	<u>Agenda Item VI</u> Matters relating to the Full Board
10:38 a.m.	<u>Agenda Item VII</u> Matters relating to the Committee on Affordability, Accountability and Planning
11:23 a.m.	<u>Agenda Item VIII</u> Lunch
12:00 p.m.	<u>Agenda Item IX</u> Matters relating to the Committee on Academic and Workforce Success
1:00 p.m.	<u>Agenda Item X</u> Matters relating to the Agency Operations Committee
1:10 p.m.	<u>Agenda Item XI</u> Adjournment

Texas Penal Code Section 46.035(c) states: "A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, in the room or rooms where a meeting of a governmental entity is held and if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter." Thus, no person can carry a handgun and enter the room or rooms where a meeting of the THECB is held if the meeting is an open meeting subject to Chapter 551, Government Code.

Please Note that this governmental meeting is, in the opinion of counsel representing THECB, an open meeting subject to Chapter 551, Government Code and THECB is providing notice of this meeting as required by Chapter 551. In addition, **please note** that the written communication required by Texas Penal Code Sections 30.06 and 30.07, prohibiting both concealed and open carry of handguns by Government Code Chapter 411 licensees, will be posted at the entrances to this governmental meeting.

TEXAS HIGHER EDUCATION COORDINATING BOARD**PREFERRED MAILING ADDRESS LIST**EMAIL: boardmember@theccb.state.tx.us

BOARD MEMBER	ADDRESS/PHONE/EMAIL	TERM ENDS
Stuart W. Stedman <i>Chair</i> HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/21
Fred Farias III, O.D. <i>Vice Chair</i> MCALLEN	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/25
VACANT. <i>Secretary of the Board</i>	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	
S. Javaid Anwar MIDLAND	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/21
Ricky A. Raven SUGAR LAND	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/21
Emma W. Schwartz EL PASO	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/25
Donna N. Williams ARLINGTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/23
Welcome W. Wilson, Jr. HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/23
Lauren C. McKenzie <i>Student Representative</i> LUBBOCK	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	05/31/20

Dated 10/03/2019

Standing Committee Membership
Effective October 3, 2019

Committee on Academic and Workforce Success (CAWS)

Fred Farias III, O.D., Chair

Donna N. Williams., Vice Chair

Ricky A. Raven

Stuart W. Stedman

Welcome W. Wilson, Jr.

Lauren C. McKenzie (Student Representative), Ex-Officio

Committee on Affordability, Accountability and Planning (CAAP)

S. Javaid Anwar, Chair

Welcome W. Wilson, Jr., Vice Chair

Ricky A. Raven

Stuart W. Stedman

Donna N. Williams

Lauren C. McKenzie (Student Representative), Ex-Officio

Agency Operations Committee (AOC)

VACANT, Chair

Ricky A. Raven, Vice Chair

S. Javaid Anwar

Fred Farias III, O.D.

Stuart W. Stedman

Lauren C. McKenzie (Student Representative), Ex-Officio

*Newly appointed Board Member, Emma Schwartz, has not yet been appointed to Board Committees at the time of printing these agenda materials. These appointments will be announced by the Board Chairman at the October 24 meeting.

NOTE: The Coordinating Board meeting will be broadcast live on the Internet at <http://www.thecb.state.tx.us/Events>. Board meeting agendas, minutes, presentations and reports are also available at this address.

TEXAS HIGHER EDUCATION COORDINATING BOARD

A G E N D A

Regular Quarterly Meeting

**1200 EAST ANDERSON LANE, ROOM 1.170
AUSTIN, TEXAS**

8:30 A.M., Thursday, October 24, 2019

The Texas Higher Education Coordinating Board may convene in Executive Session at any point in this meeting, concerning any item listed in the agenda or to seek or to receive its attorney's advice on legal matters related thereto, pursuant to Texas Government Code Ann. 551.071.

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair. For procedures on testifying please go to [http://www.thecb.state.tx.us/public testimony](http://www.thecb.state.tx.us/public%20testimony).

I. Call to Order: Opening Remarks

- A. Introduction of New Board Member, Emma Schwartz, and committee appointments
- B. Consideration of Appointment of Secretary of the Board
- C. Introduction of Harrison Keller, Ph.D., Commissioner of Higher Education
- D. Commissioner's Remarks

II. Approval of Minutes

- A. July 25, 2019
- B. September 11, 2019

III. Approval of the Consent Calendar

- A. Consent Calendar

IV. Major Policy Discussion

- A. Developmental Education: Learning from the Past – Transforming the Future

V. Recognition of Excellence

- A. McLennan Community College – ADA Compliance: Training for the Work of Compliance

Note: Highlighted items in gray are on the Consent Calendar

VI. Matters relating to the Full Board

A. Emergency Rules Resulting from the 86th Texas Legislative Session:

- (1) Consideration of adopting the staff's recommendation to the Board to adopt, on an emergency basis, proposed new rules for Chapter 22, Subchapter AB, Sections 22.751 through 22.757 of Board rules concerning the establishment of the Nursing Shortage Reduction Program Rider 28 Study Work Group
- (2) Consideration of adopting the staff's recommendation to the Board to adopt, on an emergency basis, proposed new rules Chapter 1, Subchapter DD of Board rules, concerning the Title IX Training Advisory Committee (*Senate Bill 212 and House Bill 1735, 86th Texas Legislature, Regular Session*)
- (3) Consideration of adopting the staff's recommendation to the Board to adopt, on an emergency basis, proposed new Chapter 1, Subchapter EE of Board rules, concerning the Study and Report on Core Curriculum Advisory Committee (*Senate Bill 25, 86th Texas Legislature, Regular Session*)

B. Consideration of adopting the staff's recommendation to the Board relating to the appointment of member(s) to the Nursing Shortage Reduction Program Rider 28 Study Work Group

C. Consideration of adopting the staff's recommendation to the Board relating to the appointment of members to the Core Curriculum Study and Report Advisory Committee (Senate Bill 25, Sections 8-10, 86th Texas Legislature)

VII. Matters relating to the Committee on Affordability, Accountability and Planning

A. Committee Chair's Overview

B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning

C. Presentation on the Preliminary Headcount for fall 2019

D. 60x30TX Data Insight: High School to Higher Education Data

E. Consideration of adopting the Committee's recommendation to the Board relating to the report on Student Financial Aid in Texas Higher Education, Fiscal Year 2018 (*General Appropriations Act, House Bill 1, Article III, page III-265, 86th Texas Legislature, Regular Session*)

F. Consideration of adopting the Committee's recommendation to the Board relating to the approval of the nominated members of the Financial Aid Advisory Committee

G. Proposed Rules:

- (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter A, Section 22.1 and new Sections 22.9 – 22.11 of Board rules, concerning General Provisions

Note: Highlighted items in gray are on the Consent Calendar

- (2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter B, Sections 22.21-22.28 and the repeal of Sections 22.30-22.32 of Board rules, concerning the Provisions for the Tuition Equalization Grant Program
- (3) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter C, Sections 22.42, 22.44-22.46, 22.51-22.53, and 22.55 and the repeal of Section 22.43 of the Board rules, concerning the Hinson-Hazlewood College Student Loan Program
- (4) Consideration of adopting the Committee's recommendation to the Board relating to amendment to Chapter 22, Subchapter E, Section 22.84 and the repeal of, Sections 22.86-22.91, 22.94, and 22.97-22.102 of Board rules, concerning the Hinson-Hazlewood College Student Loan Program: All Loans Made Before Fall Semester, 1971, Not Subject to the Federally Insured Student Loan Program
- (5) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter C, Sections 23.65, and 23.70-23.71 of Board rules, concerning the Physician Education Loan Repayment Program (*House Bill 2261, 86th Texas Legislature, Regular Session*)
- (6) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter J, Sections 23.288, 23.290, and 23.294 of Board rules, concerning the Math and Science Scholars Loan Repayment Program (*Senate Bill 1757, 86th Texas Legislature, Regular Session*)
- (7) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 1, Subchapter CC, Sections 1.9521-1.9527 of Board rules, concerning the Financial Literacy Advisory Committee
- (8) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter K, Sections 22.196 - 22.203 of Board rules, concerning Provisions for Scholarships for Students Graduating in the Top 10 Percent of Their High School Class
- (9) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 23, Subchapter E, Sections 23.124-23.130 of Board rules, concerning the Dental Education Loan Repayment Program
- (10) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 23, Subchapter F, Sections 23.155-23.161 of Board rules, concerning the Border County Doctoral Faculty Education Loan Repayment Program
- (11) Consideration of adopting the Committee's recommendation to the Board relating to proposed new Chapter 23, Subchapter H, Sections 23.209-23.216 of Board rules, concerning Peace Officer Loan Repayment Assistance Program (*Senate Bill 16, 86th Texas Legislature Session, Regular Session*)

NEW ITEM

- H. Consideration of adopting the Commissioner's recommendation to the Board relating to approval of the replacement of a member of the General Academic Institutions Formula Advisory Committee for the 2022-2023 biennium

VIII. Lunch

IX. Matters relating to the Committee on Academic and Workforce Success

- A. Committee Chair's Overview
- B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- C. Consideration of adopting the Committee's recommendation to the Board relating to requests for new degree programs:

TEXAS A&M UNIVERSITY-CORPUS CHRISTI

- (1) Bachelor of Science (BS) degree with a major in Civil Engineering

TEXAS A&M UNIVERSITY-CORPUS CHRISTI

- (2) Bachelor of Science (BS) degree with a major in Industrial Engineering

TEXAS A&M UNIVERSITY-KINGSVILLE

- (3) Master of Science (MS) degree with a major in Mechatronics Engineering

TEXAS A&M UNIVERSITY/TEXAS A&M UNIVERSITY AT GALVESTON

- (4) Doctor of Philosophy (PhD) degree with a major in Marine and Coastal Management and Science

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER-EL PASO

- (5) Doctor of Dental Medicine (DMD) degree with a major in Dental Medicine

UNIVERSITY OF HOUSTON

- (6) Master of Science (MS) degree with a major in Engineering Data Science

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO

- (7) Doctor of Philosophy (PhD) degree with a major in Health Sciences

WITHDRAWN

- D. Consideration of adopting the Certification Advisory Council and Commissioner Paredes' recommendation to the Board relating to a request from Burrell College of Osteopathic Medicine for an initial Certificate of Authority to grant degrees in Texas
- E. Consideration of adopting the Committee's recommendation to the Board relating to the report on the effectiveness of the Advise TX program (*Rider 51, 86th Texas Legislature, Regular Session*)
- F. Consideration of adopting the Committee's recommendation to the Board relating to the report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education

- G. Consideration of adopting the Committee's recommendation to the Board relating to allocation of funds for Completion Models

Note: Highlighted items in gray are on the Consent Calendar

H. Consideration of adopting the Health Sciences Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Respiratory Care Program of Study

I. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting

J. Consideration of adopting the Committee's recommendation to the Board relating to the revision of the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance

K. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)

L. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for:

(1) Open Educational Resources Grant

(2) Minority Health Research and Education Grant Program

M. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:

(1) Certification Advisory Council

(2) Information Technology Program of Study Advisory Committee

(3) WECM Advisory Committee

(4) Advertising and Public Relations Field of Study Advisory Committee

(5) Nutrition & Dietetics Field of Study Advisory Committee

(6) Undergraduate Education Advisory Committee

(7) Postsecondary Educational Opportunities for Persons with Intellectual and Developmental Disabilities Advisory Council

N. Proposed Rules:

(1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 15, Subchapter C, Section 15.43 of Board rules, concerning the eligibility criteria to receive distributions from the National Research University Fund

(2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules for Chapter 1, Subchapter U, Sections 1.230-1.236, concerning the establishment of a Marketable Skills Task Force

O. Proposed Rules adopted as emergency rules at the July 2019 Board meeting:

(1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.83, 4.84, and 4.85 of Board rules concerning institutional agreements and state funding of dual credit courses

X. Matters relating to the Agency Operations Committee

- A. Committee Chairs' Overview
- B. Public Testimony on Items Relating to the Agency Operations Committee
- C. Consideration of adopting the Committee's recommendation to the Board relating to authorizing the issuance of State of Texas College Student Loan Bonds in one or more series; and delegation of the authority for administration and approval of the activities necessary to complete the sale of the private activity bonds

XI. Adjournment

AGENDA ITEM I-A

Introduction of New Board Member Emma Schwartz and committee appointments

RECOMMENDATION: No Action Required

Background Information:

The Board Chair will introduce Emma Schwartz and announce committee appointments.

Emma Wollschlager Schwartz, MPH, is the President of the Medical Center of the Americas (MCA) Foundation, a non-profit operating in El Paso, Texas and Juarez, Mexico. Ms. Schwartz founded the MCA along with her board in 2006 to be the “keeper of the vision” of the newly forming medical campus in El Paso but has expanded that mission to include developing a globally competitive life sciences industry in the region. The MCA’s flagship project has been to develop the first private biomedical incubator in the region: the Cardwell Collaborative – 60,000 sf of wet-labs, dry-labs, data room, office space, collaboration spaces, etc. The facility houses its Innovation Center, Clinical Trials Consortium, BIO El Paso-Juarez, Healthcare Think Tank and STEM camps.

Before the MCA, Ms. Schwartz worked in healthcare management, revenue cycle improvement, strategic planning and regulatory compliance for a variety of healthcare companies, including Tenet Healthcare in El Paso, Texas and Sinaiko Healthcare Consulting in Los Angeles, California. During this time, she published numerous articles, spoke at many venues regarding these topics and co-edited a book on corporate compliance.

Her community involvement is extensive. Ms. Schwartz is a director on the board of WestStar Bank where she chairs the Audit Committee. She is on the board of and the former board chair of the PDN Center of Hope anti-human trafficking organization, the chair of the Youth and Education Committee for Workforce Solutions Borderplex, and a founding director of Progress321, a young professional’s organization. She is also the co-chair of El Paso’s chapter of Stanford OVAL. Formerly, she served on the selection committee for the TTUHSC El Paso Founding President, the Federal Reserve Bank of Dallas’ Emerging Leaders Council, the board of La Fe Preparatory School. She is also a member of the Borderplex Alliance, Hispanic Chamber of Commerce, El Paso Chamber, Texas Healthcare and Biosciences Institute and InBIA. In 2016, she was inducted into the El Paso Business Hall of Fame, and she was named 2017’s El Pasoan of the Year. Just recently, she was appointed by Governor Greg Abbot to the Texas Higher Education Coordinating Board.

Ms. Schwartz received her BA in Human Biology with a concentration in Comparative Health Policy from Stanford University and her MPH in Health Services Management from UCLA, where she was a Foley & Lardner Fellow.

AGENDA ITEM I-B

Consideration of Appointment of Secretary of the Board

RECOMMENDATION: Approval

Background Information:

The Board will consider appointing a new Secretary of the Board to replace Mr. John Steen whose term on the Board has expired.

AGENDA ITEM I-C

Introduction of Harrison Keller, Ph.D., Commissioner of Higher Education

RECOMMENDATION: No action required

Background Information:

The Board Chair will introduce the newly appointed Commissioner of Higher Education, Dr. Harrison Keller.

Dr. Harrison Keller is the Commissioner of Higher Education for the State of Texas. He is a sixth-generation Texan with more than two decades of experience in educational budget and policy, digital learning, senior university administration, management, fundraising, and building effective coalitions among school districts, community colleges, universities, systems, and policymakers.

Dr. Keller's appointment as the sixth Commissioner of Higher Education and chief executive officer for the Texas Higher Education Coordinating Board was effective October 1, 2019.

Dr. Keller is a recognized innovator in policy and programs to improve college readiness and student success, especially for low-income and first-generation students. He is the founder and was Principal Investigator of the OnRamps dual enrollment initiative that provides college-level courses to tens of thousands of high school students across the state of Texas, and the Texas OnCourse initiative that works with Governor Greg Abbott's Tri-Agency Workforce Initiative to improve secondary college and career advising across the state.

He came to the Coordinating Board from The University of Texas at Austin, where he was Deputy to the President for Strategy and Policy and a Professor of Practice. Dr. Keller also served at UT Austin as Vice Provost for Higher Education Policy and Research, and Executive Director of the Office of Educational Innovation and the Center for Teaching and Learning. Prior to coming to UT Austin, Dr. Keller was Director of Research for the Texas House of Representatives and Senior Education Advisor for the Speaker of the Texas House.

Dr. Keller has taught at Georgetown University, St. Edward's University, and the University of Texas at Austin. He holds a bachelor's degree in philosophy from the University of Notre Dame and an M.A. and Ph.D. in philosophy from Georgetown University. He and his wife, Gena Nivens Keller, live in Austin with their three children.

AGENDA ITEM I-D

Commissioner's Remarks

RECOMMENDATION: No action required

Background Information:

The Board will invite Dr. Harrison Keller, Commissioner of Higher Education, to comment on some of the important agenda items.

DRAFT
TEXAS HIGHER EDUCATION COORDINATING BOARD
MINUTES
July 25, 2019

Regular Quarterly Meeting
1200 East Anderson Lane, Austin, Texas

The Texas Higher Education Coordinating Board convened at 8:30 a.m. on July 25, 2019, with the following members present: Stuart Stedman, presiding; Fred Farias; Javaid Anwar; John Steen; Welcome Wilson; and Lauren McKenzie.

Members absent: Ricky Raven; Donna Williams

AGENDA ITEM	ACTION
I. Call to order: Opening Remarks and University Presentation	Mr. Stedman called the meeting of the Coordinating Board to order and announced that Mr. Raven and Ms. Williams were unable to attend the board meeting today due to duties requiring their attention elsewhere. On a motion by Mr. Steen, seconded by Mr. Wilson, the Board excused the absence of Mr. Raven and Ms. Williams. A quorum was met for this board meeting.
A. Welcome new Student Board Member	No action required. The Board Members welcomed Ms. Lauren McKenzie to the Board.
B. Consideration of Resolutions of Appreciation for Outgoing Board Members	<p>Mr. Stedman read the resolution of appreciation for Dr. Fred Farias. On a motion by Mr. Stedman, seconded by Mr. Anwar, the Board approved the resolution. A copy of the resolution can be found as Attachment A to these minutes.</p> <p>Mr. Stedman read the resolution of Mr. John Steen. On a motion by Mr. Stedman, seconded by Dr. Farias, the Board approved the resolution. A copy of the resolution can be found as Attachment B to these minutes.</p>
C. Consideration of Resolution of Appreciation for Dr. Raymund A. Paredes, Commissioner of Higher Education	Mr. Stedman read the resolution of appreciation for Dr. Raymund Paredes. On a motion by Mr. Stedman, seconded by Dr. Farias, the Board approved the resolution. A copy of the resolution can be found as Attachment C to these minutes.

AGENDA ITEM	ACTION
D. Recognition of Ms. Alisa Hernandez and Ms. Elyse Greenamyre, recipients of the Kenneth H. Ashworth Fellowship Award for 2019-2020	No action required.
E. Commissioner's Remarks	No action required. Commissioner Paredes provided remarks on some of today's agenda items.
II. Approval of Minutes	
A. April 25, 2019, Board Meeting	On a motion by Dr. Farias, seconded by Mr. Anwar, the Board approved the April 25, 2019, Board Meeting minutes.
III. Approval of the Consent Calendar	On a motion by Mr. Steen, seconded by Mr. Wilson, the Board approved the Consent Calendar. Items on the Consent Calendar were: IX-D; IX-G; IX-H; X-L; X-M; X-N; X-T; X-U; X-V; X-W; X-X; X-Y; X-Z; XI-E; XI-F; and XI-G.
IV. Major Policy Discussion	
A. The Ongoing Challenge of Identifying Critical Fields	No action required. Dr. Julie Eklund, Assistant Commissioner, Strategic Planning and Funding, introduced the panel and facilitated a discussion focusing on identifying and responding to critical occupational fields. Panelists invited to present were: Ms. Mariana Vega, Director of Labor Market and Career Information at the Texas Workforce Commission; Mr. Peter Beard, Senior Vice President of Regional Workforce Development at the Greater Houston Partnership; and Dr. Charles Goldman, Senior Economist at RAND Corporation.
V. Recognition of Excellence	
A. James P. Allison, Ph.D., Nobel Laureate and Regental Professor/Chair of the Department of Immunology and Executive Director of the Immunotherapy Platform, The University of Texas MD Anderson Cancer Center	No action required. Dr. James Allison made a presentation on his work in the fight against cancer.

AGENDA ITEM	ACTION
VI. Matters relating to <i>60x30TX</i> and Innovation in Higher Education	
A. An Overview of National Discussions on the Future of Work	No action required. The focus of this presentation was an introduction to policy conversations about the Future of Work, as related to higher education. Dr. Ginger Gossman, Senior Director of Innovation and Policy Development, provided this overview and was available for questions.
VII. Matters relating to the Full Board	
A. Status Update for the Texas Higher Education Foundation	No action required. Mr. Neal Adams, Chairman and President of the Texas Higher Education Foundation, presented this item. Ms. Heather Marsh, Executive Director of the Texas Higher Education Foundation, was available to respond to questions.
B. Emergency Rules resulting from the 86th Texas Legislative Session: (1) Consideration of adopting the Committee's recommendation to the Board to adopt, on an emergency basis, proposed amendments to Chapter 4, Subchapter D, Sections 4.83, 4.84, and 4.85 of Board rules concerning institutional agreements and state funding of dual credit courses	On a motion by Mr. Steen, seconded by Dr. Farias, the Board adopted the emergency rules. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions. A copy of the Board rules as adopted may be found in the agenda materials.
VIII. Lunch & Executive Session	
A. Pursuant to Texas Government Code, Section 551.074, the Board will meet in Executive Session to discuss various aspects of the search for the next Commissioner of Higher Education, including individual personnel matters	The Board went into closed session at 11:15 a.m. and reconvened at 1:14 p.m. There was no action taken during the closed session.
IX. Matters Relating to the Committee on Affordability, Accountability and Planning	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Mr. Anwar, Chair of the Committee on Affordability, Accountability and Planning.
B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning	No action required.

AGENDA ITEM	ACTION
C. Consideration of adopting the Committee's recommendation to the Board relating to approval of the <i>60x30TX</i> progress report	On a motion by Mr. Steen, seconded by Dr. Farias, the Board approved the <i>60x30TX</i> progress report. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, presented an overview of the report and was available to answer questions.
D. Consideration of adopting the Committee's recommendation to the Board relating to approval of the nominated members of the Formula Funding Advisory Committees for the 2022-2023 biennium	This item was approved on the Consent Calendar.
E. Report on facilities projects that were submitted to the Coordinating Board	No action required. Dr. Julie Eklund was available to answer questions.
F. Overview of Outcomes of the 86th Texas Legislative Session	No action required. Mr. John Wyatt, Director for External Relations, provided an update and was available for questions.
G. Consideration of adopting the Committee's recommendation to the Board relating to the report on the TEXAS Grant Program	This item was approved on the Consent Calendar.
<p>H. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 1, Subchapter J, Section 1.152 of Board rules, concerning the Financial Aid Advisory Committee</p> <p>(2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 21, Subchapter Z, Sections 21.789, 21.790, and 21.792 of Board rules, concerning the Exemption for Firefighters Enrolled in Fire Science Courses</p> <p>(3) Consideration of adopting the Committee's recommendation to the Board relating to repeal of Chapter 22, Subchapter A, Section 22.8 of Board rules, concerning General Provisions</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>

AGENDA ITEM	ACTION
<p>(4) Consideration of adopting Committee's recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter H, Sections 22.142 and 22.148 and amendment to Sections 22.143 and 22.144 of Board rules, concerning the License Plate Insignia Scholarship Program</p> <p>(5) Consideration of Adopting the Committee's recommendation to the Board relating to proposed new Chapter 22, Subchapter I, Section 22.174 of Board rules, concerning the Texas Armed Services Scholarship Program</p> <p>(6) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter G, Sections 22.128 – 22.136 of Board rules, concerning the Texas College Work-Study Program</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
X. Matters relating to the Committee on Academic and Workforce Success	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Dr. Farias, Chair of the Committee on Academic and Workforce Success.
B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	No action required.
C. Report to the Board on activities of the Joint Admissions Medical Program	No action required. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.
D. Consideration of adopting the Committee's recommendation to the Board relating to funding appropriated to the Joint Admissions Medical Program for Fiscal Years 2020-2021	On a motion by Mr. Steen, seconded by Mr. Anwar, the Board approved the funding appropriated to the Joint Admissions Medical Program. Dr. Rex Peebles presented this item and was available for questions.
E. Report to the Board on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2019	No action required. Dr. Rex Peebles presented this item and was available for questions.

AGENDA ITEM	ACTION
F. Consideration of adopting the Committee's recommendation to the Board relating to the distribution of funds trusted to the Coordinating Board to support family practice residency programs for Fiscal Year 2020	On a motion by Mr. Stedman, seconded by Mr. Anwar, the Board approved the distribution of funds trusted to the Coordinating Board to support family practice residency programs for Fiscal Year 2020. Dr. Rex Peebles presented this item and was available for questions.
G. Report to the Board on activities of Medical Education and Graduate Medical Education Programs	No action required. Dr. Rex Peebles was available for questions.
H. Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Autism Grant Program	On a motion by Mr. Anwar, seconded by Mr. Wilson, the Board approved the report on the Autism Grant Program. Dr. Rex Peebles presented this item and was available for questions.
<p>I. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:</p> <p>TEXAS A&M UNIVERSITY/TEXAS A&M HEALTH SCIENCE CENTER (1) Doctor of Philosophy (PhD) degree with a major in Pharmaceutical Sciences</p> <p>THE UNIVERSITY OF TEXAS AT SAN ANTONIO (2) Master of Science (MS) degree with a major in Biomedical Commercialization Technology</p>	<p>On a motion by Mr. Steen, seconded by Mr. Anwar, the Board approved the new degree program. Dr. Rex Peebles presented this item and was available for questions.</p> <p>On a motion by Mr. Steen, seconded by Mr. Wilson, the Board approved the new degree program. Dr. Rex Peebles presented this item and was available for questions.</p>
J. Consideration of adopting the Certification Advisory Council and the Commissioner's recommendation to the Board relating to a request from Burrell College of Osteopathic Medicine for an initial Certificate of Authority to grant degrees in Texas	This item was withdrawn from the agenda.
K. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	No action required. Dr. Rex Peebles was available for questions.
L. Consideration of adopting the Committee's recommendation to the Board relating to the January 2019 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
<p>M. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:</p> <ul style="list-style-type: none"> (1) Apply Texas Advisory Committee (2) Certification Advisory Council (CAC) (3) Chemistry Field of Study Advisory Committee (4) Communications Disorders Field of Study Advisory Committee (5) Graduate Education Advisory Committee (GEAC) (6) Hospitality Administration Field of Study Advisory Committee (7) Learning Technology Advisory Committee (LTAC) (8) Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee (9) Undergraduate Education Advisory Committee (UEAC) 	<p>This item was approved on the Consent Calendar.</p>
<p>N. Consideration of adopting the Committee's recommendation to the Board relating to the issuance of a Request for Applications for the:</p> <ul style="list-style-type: none"> (1) Autism Grant Program (2) Emergency and Trauma Care Education Partnership Program (3) Graduate Medical Education Expansion Program (4) Graduate Medical Education Planning Grants Program (5) Statewide Preceptorship Program 	<p>This item was approved on the Consent Calendar.</p>
<p>O. Consideration of adopting the Committee's recommendation to the Board relating to changes in the Academic Course Guide Manual (ACGM)</p>	<p>On a motion by Mr. Steen, seconded by Mr. Stedman, the Board approved the changes in the Academic Course Guide Manual. Dr. Rex Peebles was available for questions.</p>
<p>P. Consideration of adopting the Committee's recommendation to the Board relating to a contract award for the next generation classification and diagnostic assessment instrument used for the Texas Success Initiative</p>	<p>On a motion by Mr. Stedman, seconded by Mr. Anwar, the Board approved the contract award for the next generation classification and diagnostic assessment instrument used for the Texas Success Initiative. Jerel Booker, Assistant Commissioner for College Readiness and Success, presented this item and was available for questions.</p>

AGENDA ITEM	ACTION
Q. Consideration of adopting the Committee's recommendation to the Board relating to the allocation of funds for the Advise TX College Advising Program	On a motion by Mr. Wilson, seconded by Mr. Anwar, the Board approved the allocation of funds for the Advise TX College Advising Program. Jerel Booker presented this item and was available for questions.
R. Consideration of adopting the Committee's recommendation to the Board relating to the allocation of funds for the Virtual Advising Program	On a motion by Mr. Steen, seconded by Mr. Stedman, the Board approved the allocation of funds for the Virtual Advising Program. Jerel Booker presented this item and was available for questions.
S. Consideration of adopting the Committee's recommendation to the Board relating to the allocation of funds for the Work-Study Mentorship Program	On a motion by Mr. Wilson, seconded by Mr. Anwar, the Board approved the allocation of funds for the Work-Study Mentorship Program. Jerel Booker presented this item and was available for questions.
T. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Computer Science/Information Technology Field of Study	This item was approved on the Consent Calendar.
U. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Drama Field of Study	This item was approved on the Consent Calendar.
V. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board approved Fine Arts Field of Study	This item was approved on the Consent Calendar.
W. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board approved Health & Wellness Field of Study	This item was approved on the Consent Calendar.
X. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Journalism Field of Study	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
<p>Y. Proposed Rules:</p> <p>(1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules Chapter 27, Subchapter MM, Sections 27.861 through 27.867 of Board rules concerning the establishment of the Media Studies Field of Study Advisory Committee</p> <p>(2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules Chapter 27, Subchapter NN, Sections 27.881 through 27.887 of Board rules concerning the establishment of the Advertising and Public Relations Field of Study Advisory Committee</p> <p>(3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter F, Sections 27.203 and 27.204 of Board rules concerning the duration and committee membership terms for the Engineering Technology Field of Study Advisory Committee</p> <p>(4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules Chapter 27, Subchapter OO, Sections 27.901 through 27.907 of Board rules concerning the establishment of the Nutrition & Dietetics Field of Study Advisory Committee</p> <p>(5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning Uniform Admission Policy</p>	<p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p> <p>This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.</p>
<p>Z. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting</p>	<p>No action required. Dr. Rex Peebles presented this item and was available for questions.</p>
<p>XI. Matters relating to the Agency Operation's Committee</p>	
<p>A. Committee Chair's Overview</p>	<p>No action required. An overview of the Committee's activities was presented to the Board by Mr. Steen, Chair of the Committee on Agency Operations.</p>

AGENDA ITEM	ACTION
B. Public Testimony on Items Relating to the Agency Operation's Committee	No action required.
C. Consideration of adopting the Committee's recommendation to the Board relating to the certification of gifts that are fundable through the Texas Research Incentive Program (TRIP) for the Emerging Research Universities	On a motion by Dr. Farias, seconded by Mr. Anwar, the Board approved the certification of gifts that are fundable through the Texas Research Incentive Program for the Emerging Research Universities. Dr. Julie Eklund presented this item and was available for questions.
D. Consideration of adopting the Committee's recommendation to the Board relating to the agency's operating budget for Fiscal Year 2020	On a motion by Dr. Farias, seconded by Mr. Anwar, the Board approved the agency's operating budget for Fiscal Year 2020. Mr. Ken Martin, Assistant Commissioner for Financial Services/CFO, presented this item and was available for questions.
E. Consideration of adopting the Committee's recommendation to the Board relating to amending the Board Operating Policies and Procedures	This item was approved on the Consent Calendar.
F. Consideration of adopting the Committee's recommendation to the Board relating to the Annual Internal Audit Plan for Fiscal Year 2020	This item was approved on the Consent Calendar.
G. Consideration of adopting the Committee's recommendation to the Board relating to the Annual Compliance Monitoring Plan for Fiscal Year 2020	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
XI. Adjournment	

With no further business, on a motion by Mr. Steen, seconded by Dr. Farias, the meeting adjourned at approximately 2:30 p.m.

Respectfully Submitted,

Secretary of the Board

DRAFT
TEXAS HIGHER EDUCATION COORDINATING BOARD
MINUTES
September 11, 2019

Special Called Teleconference Board Meeting
1200 East Anderson Lane, Austin, Texas

The Texas Higher Education Coordinating Board convened at 10:10 a.m. via teleconference on September 11, 2019, with the following members present: Stuart Stedman, presiding; Fred Farias; Javaid Anwar; Ricky Raven; John Steen; Donna Williams; Welcome Wilson; and Lauren McKenzie.

AGENDA ITEM	ACTION
I. Call to order and Opening Remarks	Mr. Stedman, who was physically present in the Board Room, called the teleconference meeting of the Coordinating Board to order and called the role. All members were present via teleconference.
II. Public Testimony	No requests were received regarding public testimony.
III. Consideration of adopting the Commissioner's recommendation to the Board relating to approval of the replacement of two members of the Health-Related Institutions Formula Advisory Committee for the 2022-2023 biennium	On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the replacement of two members of the Health-Related Institutions Formula Advisory Committee for the 2022-2023 biennium. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, was available for questions.
IV. Executive Session	
Pursuant to Texas Government Code, Section 551.074, the Board will meet in Executive Session to discuss various aspects of the search for the next Commissioner of Higher Education, including individual personnel matters, and to discuss the possible appointment and employment of the next Commissioner of Higher Education	The Board went into closed session at 10:05 a.m. and reconvened at 11:02 a.m. There was no action taken during the closed session.
V. Discussion and consideration of the possible appointment and employment of the next Commissioner of Higher Education	On a motion by Dr. Farias, seconded by Mr. Anwar, the Board approved the appointment and employment of Dr. Harrison Keller as the next Commissioner of Higher Education.

AGENDA ITEM	ACTION
V. Adjournment	

With no further business, on a motion by Mr. Anwar, seconded by Mr. Raven, the meeting adjourned at approximately 11:10 a.m.

Respectfully Submitted,

Secretary of the Board

TEXAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING
****DRAFT****
CONSENT CALENDAR
OCTOBER 2019

VI. Matters relating to the Full Board

- A. Emergency Rules Resulting from the 86th Texas Legislative Session:
- (1) Consideration of adopting the staff recommendation to the Board to adopt, on an emergency basis, proposed new rules Chapter 22, Subchapter AB, Sections 22.751 through 22.757 of Board rules concerning the establishment of the Nursing Shortage Reduction Program Rider 28 Study Work Group
 - (2) Consideration of adopting the staff's recommendation to the Board to adopt, on an emergency basis, proposed new rules Chapter 1, Subchapter DD of Board rules, concerning the Title IX Training Advisory Committee (Senate Bill 212 and House Bill 1735, 86th Texas Legislature, Regular Session)
 - (3) Consideration of adopting the staff's recommendation to the Board to adopt, on an emergency basis, proposed new Chapter 1, Subchapter EE of Board rules, concerning the Study and Report on Core Curriculum Advisory Committee (Senate Bill 25, 86th Texas Legislature, Regular Session)
- B. Consideration of adopting the staff recommendation to the Board relating to the appointment of member(s) to the Nursing Shortage Reduction Program Rider 28 Study Work Group
- C. Consideration of adopting the staff recommendation to the Board relating to the appointment of members to the Core Curriculum Study and Report Advisory Committee (Senate Bill 25, Sections 8-10, 86th Texas Legislature)

VII. Matters relating to the Committee on Affordability, Accountability and Planning

- E. Consideration of adopting the Committee's recommendation to the Board relating to the report on Student Financial Aid in Texas Higher Education, Fiscal Year 2018 (*General Appropriations Act, House Bill 1, Article III, page III-265, 86th Texas Legislature, Regular Session*)
- F. Consideration of adopting the Committee's recommendation to the Board relating to the approval of the nominated members of the Financial Aid Advisory Committee
- G. Proposed Rules:
- (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter A, Section 22.1 and new Sections 22.9 – 22.11 of Board rules, concerning General Provisions
 - (2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter B, Sections 22.21-22.28 and the repeal of Sections 22.30-22.32 of Board rules, concerning the Provisions for the Tuition Equalization Grant Program

- (3) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter C, Sections 22.42, 22.44-22.46, 22.51-22.53, and 22.55 and the repeal of Section 22.43 of the Board rules, concerning the Hinson-Hazlewood College Student Loan Program
- (4) Consideration of adopting the Committee's recommendation to the Board relating to amendment to Chapter 22, Subchapter E, Section 22.84 and the repeal of, Sections 22.86-22.91, 22.94, and 22.97-22.102 of Board rules, concerning the Hinson-Hazlewood College Student Loan Program: All Loans Made Before Fall Semester, 1971, Not Subject to the Federally Insured Student Loan Program
- (5) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter C, Sections 23.65, and 23.70-23.71 of Board rules, concerning The Physician Education Loan Repayment Program (*House Bill 2261, 86th Texas Legislature, Regular Session*)
- (6) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter J, Sections 23.288, 23.290, and 23.294 of Board rules, concerning the Math and Science Scholars Loan Repayment Program (*Senate Bill 1757, 86th Texas Legislature, Regular Session*)
- (7) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 1, Subchapter CC, Sections 1.9521-1.9527 of Board rules, concerning the Financial Literacy Advisory Committee
- (8) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter K, Sections 22.196 -22.203 of Board rules, concerning Provisions for Scholarships for Students Graduating in the Top 10 Percent of Their High School Class
- (9) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 23, Subchapter E, Sections 23.124-23.130 of Board rules, concerning the Dental Education Loan Repayment Program
- (10) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 23, Subchapter F, Sections 23.155-23.161 of Board rules, concerning the Border County Doctoral Faculty Education Loan Repayment Program
- (11) Consideration of adopting the Committee's recommendation to the Board relating to proposed new Chapter 23, Subchapter H, Sections 23.209-23.216 of Board rules, concerning Peace Officer Loan Repayment Assistance Program (*Senate Bill 16, Texas Legislature Session, Regular Session*)

IX. Matters relating to the Committee on Academic and Workforce Success

- G. Consideration of adopting the Committee's recommendation to the Board relating to allocation of funds for Completion Models
- H. Consideration of adopting the Health Sciences Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Respiratory Care Program of Study

- L. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for:
 - (1) Open Educational Resources Grant
 - (2) Minority Health Research and Education Grant Program
- M. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:
 - (1) Certification Advisory Council
 - (2) Information Technology Program of Study Advisory Committee
 - (3) WECM Advisory Committee
 - (4) Advertising and Public Relations Field of Study Advisory Committee
 - (5) Nutrition & Dietetics Field of Study Advisory Committee
 - (6) Undergraduate Education Advisory Committee
 - (7) Postsecondary Educational Opportunities for Persons with Intellectual and Developmental Disabilities Advisory Council
- O. Proposed Rules adopted as emergency rules at the July 2019 Board meeting:
 - (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.83, 4.84, and 4.85 of Board rules concerning institutional agreements and state funding of dual credit courses

ATTACHMENT A



Texas Higher Education Coordinating Board

Resolution of Appreciation *Fred Farias III, O.D.*

WHEREAS, Fred Farias III, O.D. was appointed to the board of the Texas Higher Education Coordinating Board (THECB) by Governor Greg Abbott on February 13, 2015, and was appointed as vice chair by Governor Greg Abbott on March 9, 2018; and

WHEREAS, during his term on the board, Dr. Farias served with great distinction, not only as vice chair of the board of the THECB, but also as vice chair and chair of the Committee on Academic and Workforce Success; as a member of the Agency Operations Committee; and as a member of the Committee on Affordability, Accountability and Planning; and

WHEREAS, Dr. Farias's affability and passion for healthcare education made him an extraordinarily effective advocate for higher education in Texas and for the THECB with legislators, medical professionals, and business leaders; and

WHEREAS, Dr. Farias brought his experiences serving as a fellow of the American Academy of Optometry, and his service on the Texas Optometry Board, The University of Texas (UT) Development Board, the UT System Chancellor's Executive Committee, the McAllen Chamber of Commerce Government Affairs Council, and many other community service endeavors to contribute to the leadership and vision of the agency; and

WHEREAS, Dr. Farias' service on the Board of Trustees for the Texas Higher Education Foundation reflects his commitment to and support of higher education access and success for students across Texas; and

WHEREAS, the THECB benefited greatly from his reputation as a well-respected community leader and businessman as well as his medical expertise in discussions regarding medical education and graduate medical education that will continue to benefit students and the citizens of Texas;

NOW THEREFORE BE IT RESOLVED, that the members of the Texas Higher Education Coordinating Board, on this 25th day of July, 2019, express our deepest appreciation to Dr. Fred Farias III for his distinguished service as an influential member of this Board and his unwavering dedication to higher education for all the people of Texas; and

BE IT FURTHER RESOLVED, that the resolution be included in the minutes, and that a copy of the resolution, signed by the board members of the Texas Higher Education Coordinating Board, be presented to Dr. Fred Farias III in recognition of the high esteem in which he is held.



ATTACHMENT B



Texas Higher Education Coordinating Board

Resolution of Appreciation ***John T. Steen, Jr.***

WHEREAS, John T. Steen, Jr. was appointed to the board of the Texas Higher Education Coordinating Board (THECB) by Governor Rick Perry on January 8, 2014; and

WHEREAS, during his term on the board, Mr. Steen served with great distinction as secretary of the board, as a member and chair of the Agency Operations Committee, and as a member and vice chair of the Committee on Academic and Workforce Success; and

WHEREAS, the THECB benefited greatly from Mr. Steen's legal and business knowledge as well as his esteemed service as the state's 108th secretary of state and his extensive experience with numerous boards, councils, and foundations, including serving as president or chairman of more than 12 local nonprofits in San Antonio; and

WHEREAS, his attention to detail and protocol provided invaluable stewardship to the agency in properly running meetings in accordance with *Robert's Rules of Order* and the Texas Open Meetings Act, and his welcoming manner to visitors at meetings enhanced goodwill between the THECB and representatives of higher education institutions; and

WHEREAS, Mr. Steen's expertise in risk management and risk assessment assisted the agency to prioritize critical external and internal auditing and compliance monitoring, including ensuring adequate staffing; and

WHEREAS, Mr. Steen staunchly protected taxpayer dollars, advocating for effective use of tax funds and efficiency in state government, while connecting agency staff with key legislators to advocate for legislative and budget priorities;

NOW THEREFORE BE IT RESOLVED, that the members of the Texas Higher Education Coordinating Board, on this 25th day of July 2019, express our deepest appreciation to John T. Steen, Jr. for his distinguished service as an influential member of this Board and his unwavering dedication to higher education for all the people of Texas; and

BE IT FURTHER RESOLVED, that the resolution be included in the minutes, and that a copy of the resolution, signed by the board members of the Texas Higher Education Coordinating Board, be presented to John T. Steen, Jr. in recognition of the high esteem in which he is held.



ATTACHMENT C



Texas Higher Education Coordinating Board

Resolution of Appreciation *Raymund A. Paredes, Ph.D.*

WHEREAS, Raymund A. Paredes, Ph.D., was appointed Commissioner of Higher Education by the board of the Texas Higher Education Coordinating Board (THECB) in July 2004; and

WHEREAS, Commissioner Paredes successfully led the THECB staff in its work with board members, education leaders, legislators, and business and community leaders to achieve the goals of the state's previous higher education plan *Closing the Gaps by 2015*; and

WHEREAS, under Commissioner Paredes' leadership, the current higher education plan, *60x30TX*, which sets an overarching goal that 60 percent of Texans ages 25-34 will have a postsecondary credential or degree by 2030, has been widely accepted and supported across Texas and strongly influences discussions of higher education issues and policies in most legislative, higher education and workforce forums; and

WHEREAS, Commissioner Paredes has worked tirelessly with higher education officials, primary and secondary school leaders, legislators, and the business community on student-centered educational policies, emphasizing the need to implement effective student success strategies, particularly for poor and underrepresented students; and

WHEREAS, Commissioner Paredes' commitment to academic excellence, affordability and cost efficiency has resulted in the growth of competency-based education through the Texas Affordable Baccalaureate degree program; implementation of performance-based funding for two-year colleges; the reinvention of developmental education; strengthening the TEXAS Grant program as a need-plus-merit program; and the establishment of a tri-agency partnership among the Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Workforce Commission;

NOW THEREFORE BE IT RESOLVED, that the members of the Texas Higher Education Coordinating Board, on this 25th day of July 2019, express our deepest appreciation to Dr. Raymund A. Paredes for his distinguished service to Texas higher education and his unswerving dedication to the goals of *60x30TX* for the state and all of the people of Texas; and

BE IT FURTHER RESOLVED, that the resolution be included in the minutes, and that a copy of the resolution, signed by the members of the Texas Higher Education Coordinating Board, be presented to Dr. Paredes in recognition of the high esteem in which he is held.



AGENDA ITEM IV-A

Developmental Education: Learning from the Past – Transforming the Future

RECOMMENDATION: No action required

Background Information

Major Policy Discussions are topics of interest where staff, policy experts, and/or stakeholders provide Coordinating Board members with information on higher education policy matters or initiatives that have the potential to impact Texas statewide. The Major Policy Discussion for this meeting will focus on developmental education.

Currently, almost 40 percent of students entering a Texas public institution do not meet state college readiness standards. The majority of these students start at public community and technical colleges. Among those who are not college ready in math, reading, or writing, only 40 to 60 percent meet readiness standards within two years, and only 25 to 40 percent go on to complete a college-level course. With respect to completion of a degree or certificate within six years, non-ready students lag behind those who enter college ready in all subjects (45.4 percent versus 74.1 percent at universities).

The Texas Success Initiative provides state funding for developmental education courses and interventions that are designed to support underprepared students. Fortunately, with developmental education reform efforts underway for the past ten years, the outcomes for underprepared students have been improving steadily. Considerable progress is anticipated with the implementation in fall 2018 of statewide corequisite developmental education, as mandated by House Bill 2223, 85th Texas Legislature, Regular Session. This presentation will highlight reform efforts underway both nationally and in Texas and provide recommendations for serving underprepared students in the future. The discussion will also highlight potential impact on closing the equity gaps and improving momentum for underrepresented groups, as well as supporting the priorities of the agency for achieving the goals and targets of the state's higher education strategic plan, *60x30TX*.

Dr. Suzanne Morales-Vale, Director, Division for College Readiness and Success, will provide a brief overview and introduce the panelists. Panelists who have been invited to present to the Board are:

- Dr. Toby Park and Dr. Christine Mokher, Florida State University Center for Postsecondary Success
- Dr. Polly Allred, Texas A&M University – Kingsville
- Dr. Adena Loston, St. Philip's College, Alamo Colleges District

AGENDA ITEM V-A

McLennan Community College – ADA Compliance: Training for the Work of Compliance

RECOMMENDATION: No action required

Background Information:

The Texas Higher Education Coordinating Board's (THECB) Recognition of Excellence is meant to showcase models of excellence within the education community and highlight the outstanding work of our education faculty and administrators, and the outstanding institutional programs around our state. The Recognition of Excellence for this meeting is McLennan Community College (MCC) for the college's ongoing, multi-staged project to provide a statewide resource for institutions needing to bring their institutions into compliance with statewide and federal accessibility laws.

In terms of background, the Americans with Disabilities Act (ADA) tasks all institutions with providing compliance in face-to-face, web-enhanced, and online courses for all students at the institution. This stems from three important laws/regulations:

- 1) ADA, Title II, Section 35.160 (a) (b), which extends the requirements of Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794a) "to all services, programs, and activities of State and local governments, not only those that receive Federal financial assistance";
- 2) Rehabilitation Act of 1973, Title V, Section 504, (b)(2)(A), which specifically mentions "a college, university, or other postsecondary institution, or a public system of higher education" in relation to "services, programs, and activities"; and
- 3) Rehabilitation Act of 1973, Section 508(a)(1)(8), revised in January 2017, which updated the standards to the Web Content Accessibility Guidelines (WCAG) 2.0 level AA compliance and applied them to both web and non-web documents. Three levels of conformance are defined: A (lowest), AA, and AAA (highest).

Compliance with these regulations calls for proper document formatting and graphic tagging, in addition to synchronized captioning of video. Captioning, in particular, can be an expensive proposition. Campuses find themselves with limited resources and funding for outside captioning services. MCC was funded during the last Perkins State Leadership grant period to address ADA compliance in some MCC workforce courses. The project utilized universal design principles to ensure courses were compliant for all students and included a marketable skills institutional endorsement for the student workers who fulfilled the requirements. In addition to assessment mechanisms, a basic set of internal policies and procedures was created for producing compliant content, resulting in a proof-of-concept model that included two basic Professional Development courses that have been used internally to train student workers and some faculty and staff on a subset of WCAG 2.0 compliance standards. The goal was, and is, meeting the needs of a special population.

MCC's continuing work builds an operational and Professional Development training model that can be replicated by other community colleges throughout the state. Deliverables will be accessible to all community and technical colleges via a website and webinars.

Additionally, MCC is expanding and building marketable skills and certificate options for students engaged in this work. The goal is to ensure that all students within this special population have access to quality, fully ADA compliant courses and degrees. Outcomes include developing a Professional Development component to train other campuses through a series of webinars to disseminate best practices and lessons learned; ADA compliant online workforce courses at MCC; an opportunity for students to develop marketable workforce skills in developing ADA compliant online courses through keyboarding, captioning, and document formatting and graphic tagging; and increasing knowledge among faculty and staff about making online courses ADA compliant through additional training and development of institutional policies.

Richard Leslie, Coordinator for the Center for Teaching and Learning, and Project Director, Perkins Leadership Grant, McLennan Community College, will make a presentation on the college's work on ADA compliance.

AGENDA ITEM VI-A (1)

Consideration of adopting the staff's recommendation to the Board to adopt, on an emergency basis, proposed new rules for Chapter 22, Subchapter AB, Sections 22.751 through 22.757 of Board rules concerning the establishment of the Nursing Shortage Reduction Program Rider 28 Study Work Group

RECOMMENDATION: Approval

Background Information:

General Appropriations Act, HB 1, Article III-56, Section 28, Subsection g, 86th Texas Legislature states:

Using funds under (a), the Higher Education Coordinating Board shall study the effectiveness of the Professional Nursing Shortage Reduction Program in addressing the shortage of professional nurses in the state. This study shall be conducted in coordination with a work group convened by the THECB and composed of representatives from the state nursing association, Texas Board of Nursing, Department of State Health Services Center for Nursing Workforce Studies, nursing deans and directors from public and private institutions of higher education in the state (or individuals that serve in similar roles) and other stakeholders as appropriate. In conducting this study, the Coordinating Board shall examine the structure and efficiency of the program, as well as other state funding strategies to address the nursing shortage. The Coordinating Board shall report the results of this study as well as any recommendations to improve the state's efforts to address the nursing shortage to the Legislature by November 1, 2020. THECB may reimburse work group travel expenses pursuant to Article IX, Section 5.08.

In order to establish a Work Group that primarily functions to advise the Board of the Texas Higher Education Coordinating Board (THECB), the Board of the THECB must adopt rules in compliance with Chapter 2110 of the Government Code regarding such work groups, including rules governing a work group's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Nursing Shortage Reduction Program (NSRP) Rider 28 Study Work Group. The work group will be charged with studying the effectiveness of the NSRP in addressing the shortage of professional nurses in the state, studying the structure and efficiency of the program, and studying other funding strategies to address the nursing shortage. The work group members will include the following: an equitable representation of institutions eligible to participate in the program, the Texas Nursing Association, the Texas Board of Nursing, The Department of State Health Services Center for Nursing Workforce Studies, and other stakeholders. The work group will include two ad-hoc members from the Texas Higher Education Coordinating Board (THECB) staff. Each higher education institution in Texas that is eligible to participate in the NSRP will have an opportunity to nominate an

individual to the work group. Tasks assigned to the work group will include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the NSRP Rider 28 Study as determined by the Board of the THECB.

Legal Review:

Approved by the Office of General Counsel:  Date: 10/3/19

CHAPTER 22 FINANCIAL PLANNING
SUBCHAPTER AB. NURSING SHORTAGE REDUCTION PROGRAM RIDER 28 STUDY WORK
GROUP

Section

- 22.751 Authority and Specific Purpose of the Nursing Shortage Reduction Program Rider 28 Study Work Group
- 22.752 Definitions
- 22.753 Work Group Membership
- 22.754 Duration
- 22.755 Meetings
- 22.756 Tasks Assigned to the Work Group
- 22.757 Report to the Board; Evaluation of Work Group Costs and Effectiveness

22.751 Authority and Specific Purpose of the Nursing Shortage Reduction Program Rider 28 Study Work Group.

- (a) Authority. Authority for this subchapter is provided in the General Appropriations Act, HB 1, Article III-56, Section 28, Subsection g, 86th Texas Legislature.
- (b) Purpose. The Nursing Shortage Reduction Program Rider 28 Study Work Group is created to provide the Commissioner and the Board with guidance regarding the Nursing Shortage Reduction Program.

22.752 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board—The Texas Higher Education Coordinating Board.
- (2) Commissioner—The Commissioner of Higher Education.
- (3) Nursing Shortage Reduction Program—The program authorized in the General Appropriations Act, HB 1, Article III-56, Section 28, 86th Texas Legislature.

22.753 Work Group Membership.

- (a) The work group members will include the following: an equitable representation of institutions eligible to participate in the Nursing Shortage Reduction Program, the Texas Nursing Association, the Texas Board of Nursing, The Department of State Health Services Center for Nursing Workforce Studies, and industry.
- (b) The work group will include two ad-hoc members from the Texas Higher Education Coordinating Board (THECB) staff.

- (c) Each higher education institution that is eligible to participate in the NSRP will have an opportunity to nominate an individual to the work group.
- (d) Board staff will recommend for Board appointment individuals who are nominated.
- (e) The number of work group members shall not exceed twenty-four (24).
- (f) Members shall serve until the work group is abolished.

22.754 Duration.

The work group shall be abolished no later than November 2, 2020, in accordance with Texas Government Code, Chapter 2110.

22.755 Meetings.

The Work Group shall meet as necessary. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Work Group.

22.756 Tasks Assigned to the Work Group.

Tasks assigned to the Work Group include:

- (1) Study the effectiveness of the Professional Nursing Shortage Reduction Program in addressing the shortage of professional nurses in the state;
- (2) Study the structure and efficiency of the program;
- (3) Study other funding strategies to address the nursing shortage; and
- (4) Any other issues related to the Nursing Shortage Reduction Program as determined by the Board.

22.757 Report to the Board; Evaluation of Work Group Costs and Effectiveness.

The Work Group shall report recommendations to the Board. The Work Group shall also report Work Group activities to the Board to allow the Board to properly evaluate the work of the Work Group, usefulness, and the costs related to the Work Group existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

EMERGENCY CONSIDERATION

AGENDA ITEM VI-A (2)

Consideration of adopting the staff's recommendation to the Board to adopt, on an emergency basis, proposed new Chapter 1, Subchapter DD of Board rules, concerning the Title IX Training Advisory Committee (Senate Bill 212 and House Bill 1735, 86th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of the new Subchapter is to establish provisions enacted by HB 1735 and SB 212, 86th Texas Legislature, Regular Session. The proposed new Subchapter DD establishes the Title IX Training Advisory Committee. The committee will provide the Board with recommended rules regarding incidents of sexual misconduct at institutions of higher education and recommendation(s) regarding the training for responsible and confidential employees and student advocates designated under TEC Section 51.290, Title IX Coordinators and other institutional employees who may receive confidential disclosures from students under TEC Section 51.290.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Legal Review:

Approved by the office of General Counsel: K. Cordon Date: 10-4-19

Chapter 1 – Agency Administration

Subchapter DD – Title IX Training Advisory Committee

1.9531	Authority and Purpose of the Committee
1.9532	Definitions
1.9533	Committee Membership and Officers
1.9534	Duration
1.9535	Meetings and Tasks of the Committee
1.9536	Report to the Board; Evaluation of Committee Costs and Effectiveness

1.9531 Authority and Purpose of the Title IX Training Advisory Committee

(a) Statutory authority for this subchapter is provided in the Texas Education Code (TEC), Chapter 51, §51.294 and §51.260.

(b) The Title IX Training Advisory Committee is created to provide the Board with recommendation(s) regarding the training for responsible and confidential employees and student advocates designated under TEC Section 51.290, Title IX Coordinators and other institutional employees who may receive confidential disclosures from students under Section 51.290.

1.9532 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Recommended Training—training developed by the advisory committee for responsible and confidential employees and student advocates designated under Section 51.290, for employees in the course and scope of their employment, and for Title IX coordinators and deputy Title IX coordinators at postsecondary educational institutions.

1.9533 Committee Membership and Officers

(a) The advisory committee consists of nine members appointed by the commissioner of higher education. Eight members must be chief executive officers of postsecondary educational institutions or representatives designated by those officers; and one member must be a representative of an advocacy organization for victims of sexual assault or family violence.

(b) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings. A co-chair shall also be elected by the committee to serve in the presiding officer's stead as needed.

(c) Members shall serve staggered 3-year terms and may serve multiple terms.

1.9534 Duration

The committee shall be abolished no later than November 1, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.9535 Meetings and Tasks of the Committee

(a) The committee shall meet as required by workload and tasks to meet the deadline listed under Subsection (c). Thereafter the committee shall meet on an annual basis, as required by TEC Section 51.294. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

(b) Tasks assigned the committee include:

(1) make recommendations to the coordinating board regarding rules for adoption under Section 51.295; and

(2) develop recommended training for responsible and confidential employees and student advocates designated under TEC Section 51.290, for employees in the course and scope of their employment and for Title IX coordinators and deputy Title IX coordinators at postsecondary educational institutions.

(c) Not later than December 1, 2019, the advisory committee shall develop the recommended training under Subsection (b).

(d) The advisory committee shall annually review and, if necessary, update the training recommended under Subsection (b)(2).

1.9536 Report to the Board; Evaluation of Committee Costs and Effectiveness

The committee shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request

EMERGENCY CONSIDERATION

AGENDA ITEM VI-A (3)

Consideration of adopting the staff's recommendation to the Board to adopt, on an emergency basis, proposed new Chapter 1, Subchapter EE of Board rules, concerning the Study and Report on Core Curriculum Advisory Committee (Senate Bill 25, 86th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The intent of the new Subchapter is to establish provisions enacted by SB 25, 86th Texas Legislature, Regular Session. The proposed new Subchapter EE establishes the Study and Report on Core Curriculum Advisory Committee. The committee will provide the Board with recommendations regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Section 61.822 in supporting more efficient undergraduate transfer between institutions of higher education. The study and recommendations must include an analysis of:

- (1) the efficacy of dividing the recommended core curriculum for each meta major into a general academic core curriculum and an academic discipline core curriculum and, if determined to be efficacious, the recommended number of semester credit hours for each component of the recommended core curriculum for each meta major;
- (2) methods to ensure that courses completed in the general academic core curriculum and academic discipline core curriculum transfer between institutions of higher education for course credit applied toward a student's major at the receiving institution; and
- (3) the potential inclusion of courses in the field of study curricula adopted by the board under Section 61.823 in the recommended core curriculum adopted by the board under Section 61.822.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Legal Review:

Approved by the Office of General Counsel: KC Date: 10-4-19

Chapter 1 – Agency Administration

Subchapter EE – Study and Report on Core Curriculum Advisory Committee

- 1.9541 Authority and Purpose of the Committee
- 1.9542 Definitions
- 1.9543 Committee Membership and Officers
- 1.9544 Duration
- 1.9545 Meetings and Tasks of the Committee
- 1.9546 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.9541 Authority and Purpose of the Study and Report on Core Curriculum Advisory Committee

(a) Statutory authority for this subchapter is provided in the Texas Education Code (TEC), Chapter 61, §61.8221.

(b) The Study and Report on Core Curriculum Advisory Committee is created to provide the Board with recommendation(s) regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Section 61.822 in supporting more efficient undergraduate transfer between institutions of higher education.

1.9542 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Core Curriculum or Texas Core Curriculum--the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete before receiving an academic undergraduate degree. Core curriculum provisions apply to institutions of higher education that offer academic undergraduate degree programs.

1.9543 Committee Membership and Officers

(a) The advisory committee consists of up to 24 of the following members appointed by the board in equal numbers:

(1) representatives of public junior colleges designated by the applicable college to represent the college on the advisory committee; and

(2) representatives of general academic teaching institutions designated by the applicable institution to represent the institution on the advisory committee.

(b) A majority of members appointed to the advisory committee under Subsection (a)(2) must be representatives of a general academic teaching institution at which at least 25 percent of students enrolled at the institution for the 2018 fall semester were classified as transfer students.

(c) In appointing members to the advisory committee under Subsection (b), the board shall, to the greatest extent practicable, ensure that the membership of the advisory committee is balanced with respect to:

(1) institutional representation, including:

(A) the regions of the state;

(B) the mission type of the general academic teaching institution or public junior college;

(C) university system affiliation, as applicable;

(D) student enrollment; and

(E) institutional groupings under the board's higher education accountability system;

(2) representation of faculty and administrators at general academic teaching institutions or public junior colleges;

(3) representation of academic disciplines; and

(4) any other factors the board determines relevant.

(d) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings. A co-chair shall also be elected by the committee to serve in the presiding officer's stead as needed.

(e) Members shall serve single terms lasting until the abolishment of the committee no later than September 1, 2021.

1.9544 Duration

The committee shall be abolished no later than September 1, 2021, in accordance with Texas Education Code, Chapter 61, §61.8221.

1.9545 Meetings and Tasks of the Committee

(a) The committee shall meet as required by workload and tasks to meet the deadline listed under Subsection (d). Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by

technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

(b) The advisory committee shall study and make recommendations to the board regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Section 61.822 in supporting more efficient undergraduate transfer between institutions of higher education. The study and recommendations must include an analysis of:

(1) the efficacy of dividing the recommended core curriculum for each meta major into a general academic core curriculum and an academic discipline core curriculum and, if determined to be efficacious, the recommended number of semester credit hours for each component of the recommended core curriculum for each meta major;

(2) methods to ensure that courses completed in the general academic core curriculum and academic discipline core curriculum transfer between institutions of higher education for course credit applied toward a student's major at the receiving institution; and

(3) the potential inclusion of courses in the field of study curricula adopted by the board under Section 61.823 in the recommended core curriculum adopted by the board under Section 61.822.

(c) Each quarter ending before November 1, 2020, the advisory committee shall submit to the chairs of the standing legislative committees with primary jurisdiction over higher education and to the Board a report on the advisory committee's progress on the study and recommendations required under Subsection (b).

(d) Not later than July 1, 2020, the advisory committee shall submit to the Board a report that includes the results of the study conducted under Subsection (b) and any recommendations for legislative or other action.

1.9546 Report to the Board; Evaluation of Committee Costs and Effectiveness

The committee shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

AGENDA ITEM VI-B

Consideration of adopting the staff's recommendation to the Board relating to the appointment of member(s) to the Nursing Shortage Reduction Program Rider 28 Study Work Group

RECOMMENDATION: Approval

Background Information:

General Appropriations Act, HB 1, Article III-56, Section 28, Subsection g, 86th Texas Legislature, charged the Texas Higher Education Coordinating Board (THECB) with studying the effectiveness of the Nursing Shortage Reduction Program (NSRP). The study shall be conducted in coordination with a work group. The work group members will include the following: an equitable representation of institutions eligible to participate in the program, the Texas Nursing Association, the Texas Board of Nursing, The Department of State Health Services Center for Nursing Workforce Studies, and industry. In addition, the work group will include two ad-hoc members from the THECB staff. Each higher education institution in Texas that is eligible to participate in the NSRP was invited to nominate an individual to this work group.

Tasks assigned to the work group include studying the effectiveness of the NSRP in addressing the shortage of professional nurses in the state, studying the structure and efficiency of the program, and studying other funding strategies to address the nursing shortage. Work group members will serve until the work group is abolished, which will be no later than November 2, 2020.

Nominees recommended for appointment:

Dr. Brenda Nichols, Vice Provost, Lamar University

Dr. Marla Erbin-Roesemann, School Director – Professor, Texas State University

Dr. Kathryn Tart, Dean of the College of Nursing, University of Houston

Dr. Elizabeth Merwin, Dean and Professor, College of Nursing and Health Innovation, The University of Texas at Arlington

Dr. Linda Yoder, Professor of Nursing, The University of Texas at Austin

Dr. Nancy Fahrenwald, Dean and Professor, College of Nursing, Texas A&M Health Science Center

Ms. Linda Lane, Assistant Dean for Finance and Administration, Texas Tech University Health Sciences Center

Dr. Deborah Jones, Dean of the School of Nursing, The University of Texas Medical Branch at Galveston

Dr. Poldi Tschirch, Dean and Professor, Sr. Mary Martina Casey Chair in Nursing, University of St. Thomas

Dr. Steven Johnson, Chancellor, WGU Texas

Ms. Julie Arteaga, Director of Associate Degree Nursing Program/Professor, Navarro College

Dr. Jonas Nguh, Dean of Nursing, Ranger College

Dr. Nina Almasy, Department Chair, Professional Nursing, Austin Community College

Mr. Tetsuya Umebayashi, Dean of Nursing, Tarrant County College - Trinity River Campus East

Ms. Tracey Cooper, Executive Director of Nursing, Temple College

Dr. Cindy Zolnierrek, Chief Executive Officer, Texas Nurses Association

Ms. Julie Davis, Director of Governmental Affairs and General Council, Texas Nurses Association

Ms. Pamela Lauer, Program Director, Department of State Health Services Center for Nursing Workforce Studies

Ms. Sally Harper Williams, Workforce Director, Department of State Health Services Center for Nursing Workforce Studies

Dr. Janice Hooper, Nursing Consultant for Education, Texas Board of Nursing

Ms. Beverly Skloss, Nursing Consultant for Education, Texas Board of Nursing

Ms. Gail Acuna, Retired, Industry Representative

Dr. Julie Eklund (ad-hoc member), Assistant Commissioner for Strategic Planning and Funding, Texas Higher Education Coordinating Board

Dr. Stacey Silverman (ad-hoc member), Interim Assistant Commissioner for Academic Quality and Workforce, Texas Higher Education Coordinating Board

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will be available to answer questions.

AGENDA ITEM VI-C

Consideration of adopting the staff's recommendation to the Board relating to the appointment of members to the Core Curriculum Study and Report Advisory Committee (*Senate Bill 25, Sections 8-10, 86th Texas Legislature*)

RECOMMENDATION: Approval

Background Information:

Senate Bill (SB) 25, Sections 8-10, 86th Texas Legislature, amends certain sections of the Texas Education Code. Section 8 amends Section 61.821 by adding Subdivision (4); Section 9 amends Subchapter S by adding Section 61.8221, Study and Report on Core Curriculum; and Section 10 amends Section 61.827, Rules. The legislation requires the Texas Higher Education Coordinating Board (THECB) to establish an advisory committee to assist the Board of the THECB in completing the Board's duties under Section 61.8221 and provide the Board with subject matter expertise and analysis. The legislation also requires the THECB to use the negotiated rulemaking process in accordance with Texas Government Code, Section 2008 (Negotiated Rulemaking Act) in developing rules regarding the recommended core curriculum developed under Section 61.822.

SB 25, Section 61.8221, Study and Report on Core Curriculum, specifies the following:

(b) The board shall establish an advisory committee to assist the board in completing the board's duties under this section and provide the board with subject matter expertise and analysis. The advisory committee consists of the following members appointed by the board in equal numbers:

- (1) representatives of public junior colleges designated by the applicable college to represent the college on the advisory committee; and
- (2) representatives of general academic teaching institutions designated by the applicable institution to represent the institution on the advisory committee.

(c) A majority of members appointed to the advisory committee under Subsection (b)(2) must be representatives of a general academic teaching institution at which at least 25 percent of students enrolled at the institution for the 2018 fall semester were classified as transfer students.

(d) In appointing members to the advisory committee under Subsection (b), the board shall, to the greatest extent practicable, ensure that the membership of the advisory committee is balanced with respect to:

- (1) institutional representation, including:
 - (A) the regions of the state;
 - (B) the mission type of the general academic teaching institution or public junior college;
 - (C) university system affiliation, as applicable;

- (D) student enrollment; and
- (E) institutional groupings under the board's higher education accountability system;
- (2) representation of faculty and administrators at general academic teaching institutions or public junior colleges;
- (3) representation of academic disciplines; and
- (4) any other factors the board determines relevant.

In identifying persons likely affected by the proposed rules, the THECB's Convener of Negotiated Rulemaking sent a memo via GovDelivery to all chancellors and presidents at Texas public institutions of higher education soliciting their interest and willingness to participate in the negotiated rulemaking process, or to nominate a representative from their system/institution. From this effort, 35 individuals responded and expressed an interest to participate or nominated someone from their system/institution to participate on the Negotiated Rulemaking Committee for Core Curriculum Study and Report.

On August 14, the THECB submitted a Notice of Intent (NOI) to engage in negotiated rulemaking to the *Texas Register*. This NOI included a list of stakeholders and proposed membership for the negotiated rulemaking committee. The NOI was published on August 23 for 10 days with a public comment deadline of September 1. The THECB received two comments that are summarized below.

Comment: On behalf of the Chief Academic Officers (CAOs) of public higher education institutions in East Texas, Dr. Michael H. Turpin, Vice President of Instruction and Chief Academic Officer, Kilgore College, commented that the Negotiated Rulemaking Committee on Core Curriculum Study and Report does not include a community college representative from East Texas. Dr. Turpin and his CAO colleagues stated that this is insufficient, especially given the size of the committee. On behalf of the East Texas CAOs, Dr. Turpin requested that a representative from an East Texas community college be included on the Negotiated Rulemaking Committee on Core Curriculum Study and Report.

Response: Recommendation accepted. As recommended during the formal nomination period by Kilgore College President Brenda Kays, the THECB will include Dr. Becky Johnson, Dean, Kilgore College, on the Negotiated Rulemaking Committee on Core Curriculum Study and Report.

Comment: On behalf of Dr. Joe May, Chancellor, Dallas County Community College District (DCCCD), Dr. Iris Freemon, Chief of Staff, DCCCD, commented that DCCCD is a stakeholder that will be significantly affected by SB 25, Sections 8-10, and the outcome of the Negotiated Rulemaking Committee on Core Curriculum Study and Report. Dr. Freemon requested an additional nomination for the Negotiated Rulemaking Committee for the Core Curriculum Study and Report be considered. In an attached letter, Chancellor Joe May submitted as a recommended nominee Dr. Catherine Prieto Oliverez, Managing Director, Guided Pathways to Success, DCCCD.

Response: Recommendation accepted. As recommended by Chancellor Joe May during the formal public comment period, the THECB will include Dr. Catherine Prieto Oliverez,

Managing Director, Guided Pathways to Success, DCCCD, on the Negotiated Rulemaking Committee on Core Curriculum Study and Report.

Subsequent to the public comment period and in accordance with SB 25, Sections 8-10 and Texas Government Code, Section 2008.54 (Negotiated Rulemaking Act, 1997), the THECB's Alternative Dispute Resolution (ADR) Coordinator appointed the following members to serve as committee members to represent affected parties and the THECB on the Negotiated Rulemaking Committee on Core Curriculum Study and Report. With the two exceptions as noted below, these same individuals are recommended to the Board of the THECB to serve as members of the Core Curriculum Study and Report Advisory Committee:

Recommended members representing public community colleges:

Jeff Detrick, Dean of Instruction, Brazosport College*

Robin Garrett, Deputy Chancellor for Academic & Student Success, Central Texas College

Catherine Olivarez, Managing Director of Guided Pathways to Success, Dallas County Community Colleges

Norma Perez, Vice Chancellor of Instructional Services and Chief Academic Officer, Houston Community College

Becky Johnson, Dean, Kilgore College

Horacio Salinas, Dean of Arts and Sciences, Laredo College

Fred Hills, Vice President of Instruction, McLennan Community College

Bruce King, Dean of English, Social Sciences & eLearning, North Central Texas College

Jennifer Kent, Vice President, Ranger College

Robin Satterwhite, President, South Plains College

Susan Guzman-Trevino, Vice President for Academic Affairs, Temple College

Recommended members representing public universities:

Donald Topliff, Provost and Vice President for Academic Affairs, Angelo State University (Texas Tech University System)

Kristen Garrison, Associate Vice President of Academic Affairs, Midwestern State University

Yvonne Villanueva-Russell, Dean College of Innovation & Design, Texas A&M University-Commerce (Texas A&M University)

Barbara Lerner, Vice Provost for Undergraduate Studies & Academic Partnerships, Texas Woman's University

Kambra K. Bolch, Associate Dean for Academic Programs, Texas State University (Texas State University System)

Katherine Jager, Associate Professor of English, University of Houston-Downtown (University of Houston System)

Shannon Goodman, Vice President for Enrollment, University of North Texas (University of North Texas System)

Rebecca Lewis, Assistant Vice Provost, The University of Texas at Arlington (The University of Texas System)

Brent Iverson, Dean of School of Undergraduate Studies, The University of Texas at Austin (The University of Texas System)

Si Millican, Associate Vice Provost for Core Curriculum, The University of Texas at San Antonio (The University of Texas System)

Jonikka Charlton, Associate Vice President for Student Academic Success, The University of Texas Rio Grande Valley (The University of Texas System)

Recommended members representing the Texas Higher Education Coordinating Board

THECB staff member to be determined, to be appointed by the Commissioner of Higher Education (The Board of the THECB hereby delegates such appointment authority to the Commissioner of Higher Education.)

Notes:

* **Jeff Detrick**, Dean of Instruction, Brazosport College, will replace on the Negotiated Rulemaking Committee on Core Curriculum Study and Report initial-appointee, Lynda Villanueva, Provost and Vice President for Academic & Student Affairs, Brazosport College, because Dr. Villanueva has been named sole finalist for the presidency at Lee College and will be leaving Brazosport College at the end of the fall semester.

** **THECB staff member to be determined**, to be appointed by the Commissioner of Higher Education, will replace on the Negotiated Rulemaking Committee on Core Curriculum Study and Report initial-appointee, Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, THECB, because Dr. Peebles passed away suddenly and unexpectedly on Sept. 23, 2019.

Dr. Mary E. Smith, Assistant Deputy Commissioner for Academic Planning and Policy/ADR Coordinator, will be available to answer questions.

AGENDA ITEM VII-A

Committee Chair's Overview

Mr. S. Javaid Anwar, Chair of the Committee on Affordability, Accountability and Planning, will provide the Board an overview of the items on the agenda.

AGENDA ITEM VII-B

Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair.

AGENDA ITEM VII-C

Presentation on the Preliminary Headcount for fall 2019

RECOMMENDATION: No action required

Background Information:

Information about enrollment trends is fundamental to higher education planning. These data will inform the Coordinating Board on a key factor related to *60x30TX*—the number of potential completers institutions are currently serving. Preliminary enrollment data also provide insight into the impact of recent legislative actions, as well as economic and environmental conditions that may affect student decisions to enroll in higher education.

Each fall, institutions submit preliminary enrollment data to the Coordinating Board based on the 12th class day enrollment. These preliminary data have historically dropped by approximately 2-6 percent when final, certified figures are obtained.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will provide a brief report and is available to answer questions.

AGENDA ITEM VII-D

60x30TX Data Insight: High School to Higher Education Data

RECOMMENDATION: No action required

Background Information:

As reported in the July 2019 *60x30TX* Progress Report, one of the targets under the completion goal has not improved since the inception of the state strategic plan in 2015. The target measures the percentage of Texas public high school graduates who enroll in an institution of higher education in Texas the first fall after their high school graduation. The plan aims for the rate to reach 58 percent by 2020 and 65 percent by 2030. However, the direct enrollment rate has remained at 52 percent for the last three years, signaling that the state is not on-track to reach the target.

A better understanding of the factors that contribute to direct enrollment in higher education will be important if the state is to accelerate progress on this target. This presentation will explore the demographic and economic trends that may be related to the observed stagnation in direct enrollment. It will also examine issues like summer melt and changing K-12 and higher education policies and practices to provide additional context to current patterns.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will provide a presentation and will be available to answer questions.

AGENDA ITEM VII-E

Consideration of adopting the Committee's recommendation to the Board relating to the report on Student Financial Aid in Texas Higher Education, Fiscal Year 2018 (General Appropriations Act, House Bill 1, Article III, page III-265, 86th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

General Appropriations Act, House Bill 1, Article III, page III-265, 86th Texas Legislature, directs the Texas Higher Education Coordinating Board (THECB) to prepare an annual report concerning student financial aid at Texas public and independent institutions of higher education. Following Board adoption, the report will be forwarded to the Legislative Budget Board no later than November 1, 2019. The report provides a comprehensive analysis of the financial aid awarded to students in Texas.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

AGENDA ITEM VII-F

Consideration of adopting the Committee's recommendation to the Board relating to the approval of the nominated members of the Financial Aid Advisory Committee

RECOMMENDATION: Appoint Members

Background Information:

Coordinating Board staff is requesting new member appointments for the Financial Aid Advisory Committee (FAAC). Board staff will seek confirmation of these appointments at the October 2019 Board meeting.

In accordance with Texas Education Code, Section 61.0776, and Texas Government Code, Section 2110.0012, the FAAC was created to make recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students. To strengthen student access to higher education, the committee also advises the Board regarding strategies for communicating financial aid information to students, parents, secondary school counselors, and others.

The FAAC consists of individuals representing public and private institutions of higher education, public school counselors, and other stakeholders. All members of the advisory committee have student financial aid, admissions, or enrollment background experience. The FAAC meets quarterly, and most members serve for a term of three years.

The appointments are needed to replace outgoing members whose terms have expired and to expand representation within certain institutional sectors and geographic regions. Agency staff and the FAAC Chair, Vice Chair, and Past Chair reviewed the nominations submitted by institutional chancellors and presidents and other stakeholders. A list of the candidates recommended for appointment to the FAAC appears on the following page.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Recommended new Financial Aid Advisory Committee members:

Lyn Kinyon, President
Texas Association of Student Financial Aid Administrators (TASFAA)
(Nominated for a one-year term as the TASFAA representative.)

Ben Bholan, Principal
Arlington Independent School District
(Term ending 2022)

Joy Thomas, Associate Director of Financial Aid
Prairie View A&M University
(Term ending 2022)

Rachelle Garrett, Director of Financial Aid
Stephen F. Austin State University
(Term ending 2022)

Thomas Ratliff, Director of Student Financial Services
Abilene Christian University
(Term ending 2022)

Tacey Anderson, Assistant Director of Financial Aid
Rice University
(Term ending 2020, to serve the remainder of unexpired term due to Karen LaQuey vacating her position on the committee.)

Formon Thompson, Dean of Enrollment Management
Midland College
(Term ending 2022)

AGENDA ITEM VII-G (1)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter A, Section 22.1 and new Sections 22.9 – 22.11 of Board rules, concerning General Provisions

RECOMMENDATION: Approval

Background Information:

Amendments to Section 22.1 concerning "Definitions" move definitions from subchapters for specified student financial aid programs in this Chapter to Subchapter A. By moving these definitions to Subchapter A, General Provisions, the definitions appearing in the Texas Administrative Code for separate programs are centralized within the chapter. Amendments to Section 22.1 subparagraph (17) clarifies that "Half-Time" enrollment is the equivalent of at least six but fewer than nine semester credit hours per regular semester, and Section 22.1 subparagraph (23) clarifies that "Three-Quarter-Time," is the equivalent of at least nine but not fewer than 12 semester credit hours per semester. The amendments take into consideration summer awards. The section has been renumbered accordingly.

New Section 22.9 concerning "Institutional Responsibilities" moves and centralizes rules from individual aid programs in this Chapter to Subchapter A and provides guidelines to institutions of higher education concerning: probation notice, disbursements to students, reporting and deadline requirements, and program reviews, for financial aid programs within the chapter.

New Section 22.10 concerning "Grade Point Average (GPA) Calculations for Satisfactory Academic Progress" describes the institutional responsibility for determining a student's GPA at the end of the student's academic year. New subparagraphs 22.10(c) and (d) provide instructions to institutions of higher education for grant recipients whose GPAs fall below program requirements at the end of an academic year, or transfer students whose GPAs fall below program requirements. This new rule combines concepts used throughout the chapter for individual aid programs and takes into consideration summer awards.

New Section 22.11 concerning "Provisions specific to the Toward EXcellence, Access, and Success (Texas) Grant Program, Texas Educational Opportunity Grant Program (TEOG), the Tuition Equalization Grant Program (TEG), and Texas College Work-Study Programs (TCWS)," provides instructions to institutions of higher education concerning:

- Funding,
- Authority to transfer funds,
- Award uses,

- Over-awards,
- Award adjustments,
- Re-awarding of funds; and
- Late disbursements.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

Date Published in the *Texas Register*: July 26, 2019.

The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

The following comments were received within the public comment period.

COMMENT: Texas State University and Texas Tech University commented in opposition to the prescriptive timing of GPA calculations required by §22.10(b).


STAFF RESPONSE: Staff agree with the comment. §22.10(b) adds unnecessary complication to the Satisfactory Academic Progress calculations and will be removed from the final rule. This change is reflected as stricken text with bold and italics in the accompanying rule.

COMMENT: Texas State University commented in opposition to the addition of a definition of an academic year in §22.1(1) in conjunction with the GPA calculation.

STAFF RESPONSE: Staff agree with the comment. The addition of the definition of an academic year adds unnecessary complication to the General Provisions, and the definition will be removed from the final rule. This change is reflected as stricken text with bold and italics in the accompanying rule.

COMMENT: Texas Tech University commented that all attempted hours should be included in §22.10.

STAFF RESPONSE: Staff disagree with the comment. §22.10 includes provisions for all grades earned. All hours attempted would include those attempted but not completed (e.g. withdrawals), which are not part of standard GPA calculations. No change to the rule has been made based on this comment.

Approved by the Office of General Counsel  Date: 10/3/19

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS
SUBCHAPTER A GENERAL PROVISIONS

Sections

- 22.1. Definitions
- 22.2. Timely Distribution of Funds
- 22.3. Student Compliance with Selective Service Registration
- 22.4. Records Retention
- 22.5. Exclusion of Certain Resources in Determining Need for State Aid
- 22.6. Priority Deadline for Applying for State Aid
- 22.7. Dissemination of Information and Rules
- 22.8. Fund Requirements for Student Loan Bonds Interest and Sinking Fund
- 22.9. Institutional Responsibilities
- 22.10. Grade Point Average Calculations for the TEXAS Grant, TEOG, TEG, and Texas Work-Study Programs
- 22.11. Provisions specific to the TEXAS Grant, TEOG, TEG, and Texas Work-Study Programs

22.1. Definitions.

The following words and terms, when used in Chapter 22, shall have the following meanings, unless otherwise defined in a particular subchapter:

~~(1) Academic Year -- A twelve month period designed by an eligible institution as its financial aid award year.~~

(1) Attempted Semester Credit Hours -- Every course in every semester for which a student has been registered as of the official Census Date, including but not limited to, repeated courses and courses the student drops and from which the student withdraws. For transfer students, transfer hours and hours for optional internship and cooperative education courses are included if they are accepted by the receiving institution towards the student's current program of study.

(2) Awarded--Offered to a student.

(3)[(1)] Board or Coordinating Board--The Texas Higher Education Coordinating Board.

(4)[(2)] Board Staff--The staff of the Texas Higher Education Coordinating Board.

(5)[(3)] Categorical Aid--Gift aid that the institution does not award to the student, but that the student brings to the school from a non-governmental third party.

(6)[(4)] Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(7)[(5)] Cost of Attendance/Total Cost of Attendance--An institution's estimate of the expenses incurred by a typical financial aid recipient in attending a particular institution of higher education. It includes direct educational costs (tuition and fees) as well as indirect costs (room and board, books and supplies, transportation, and personal expenses, and other allowable costs for financial aid purposes).

(8) Degree or certificate program of four years or less--A baccalaureate degree or certificate program other than a program determined by the Board to require more than four years or less to complete.

(9) Degree or certificate program of more than four years--A baccalaureate degree or certificate program determined by the Board to require more than four years to complete.

(10) Encumber--Program funds that have been officially requested by an institution through procedures developed by the Coordinating Board.

(11) Entering undergraduate--A student enrolled in the first 30 semester credit hours or their equivalent, excluding hours taken during dual enrollment in high school and courses for which the student received credit through examination.

(12)[(6)] Expected Family Contribution (EFC)--A measure of how much the student and his or her family can be expected to contribute to the cost of the student's education for the year as determined following the federal methodology.

(13)[(7)] Financial Need--The Cost of Attendance at a particular public or private institution of higher education less the Expected Family Contribution. The Cost of Attendance and Expected Family Contribution are to be determined in accordance with Board guidelines.

(14)[(8)] Full-Time--For undergraduate students, enrollment or expected enrollment for the equivalent of twelve or more semester credit hours per [regular] semester [or term]. For graduate students, enrollment or expected enrollment for the normal full-time course load of the student's program of study as defined by the institution.

(15)[(9)] Gift Aid--Grants, scholarships, exemptions, waivers, and other financial aid provided to a student without a requirement to repay the funding or earn the funding through work.

(16) Graduate student--A student who has been awarded a baccalaureate degree and is enrolled in coursework leading to a graduate or professional degree

(17)[(10)] Half-Time--For undergraduates, enrollment or expected enrollment for the equivalent of at least six but fewer than nine [or more] semester credit hours per regular semester. For graduate students, enrollment or expected enrollment for the equivalent of 50 percent of the normal full-time course load of the student's program of study as defined by the institution.

(18) Period of enrollment--The semester or semesters within the current state fiscal year (September 1-August 31) for which the student was enrolled in an approved institution and met all eligibility requirements for an award through this program.

(19)[(11)] Program Officer--The individual named by each participating institution's chief executive officer to serve as agent for the Board. The Program Officer has primary responsibility for all ministerial acts required by the program, including the determination of student eligibility, selection of recipients, maintenance of all records, and preparation and submission of reports reflecting program transactions. Unless otherwise indicated by the institution's chief executive officer, the director of student financial aid shall serve as Program Officer.

(20) Residency Core Questions--A set of questions developed by the Coordinating Board to be used to determine a student's eligibility for classification as a resident of Texas, available for downloading from the Coordinating Board's website, and incorporated into the ApplyTexas application for admission.

(21)[(12)] Resident of Texas--A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.

(22) Semester -- A payment period, as defined by 34 CFR 668.4(a) or 34 CFR 668.4(b)(1)

(23)[(13)] Three-Quarter-Time--For undergraduate students, enrollment or expected enrollment for the equivalent of at least nine but fewer than 12 [or more] semester credit hours per [regular] semester. For graduate students, enrollment or expected enrollment for the equivalent of 75 percent of the normal full-time course load of the student's program of study as defined by the institution.

(24)[(14)] Timely Distribution of Funds--Activities completed by institutions of higher education related to the receipt and distribution of state financial aid funding from the Board and subsequent distribution to recipients or return to the Board.

(25) Undergraduate student--An individual who has not yet received a baccalaureate degree.

22.2. – 22.8. No Changes.

22.9. Institutional Responsibilities.

(a) Probation Notice. If the institution is placed on probation by its accrediting agency, it must immediately notify Board staff and advise state financial aid recipients of this condition and maintain evidence to demonstrate that state financial aid program recipients were so

informed.

(b) Disbursements to Students.

(1) Documentation. The institution must maintain records to prove the crediting of state financial aid program funds to the student's school account.

(2) Procedures in Case of Illegal Disbursements. If the Commissioner has reason for concern that an institution has disbursed state financial aid program funds for unauthorized purposes, Board staff will notify the Program Officer and offer an opportunity for a hearing pursuant to the procedures outlined in Chapter 1 of this title (relating to Agency Administration). Thereafter, if Board staff determine that funds have been improperly disbursed, the institution shall become primarily responsible for restoring the funds to the Board. No further disbursements of funds from the program in question shall be permitted to students at that institution until the funds have been repaid.

(c) Reporting Requirements/Deadlines. All institutions must submit such reports and information as the Board may require in connection with the administration or evaluation of the state financial aid programs. These materials must be submitted within the time allotted by THECB for each such report or information request. The Program officer agrees that all reports and information provided to the Board shall reflect properly the facts and those reports may be relied upon as being complete and accurate.

(d) Program Reviews. If selected for such by Board staff, participating institutions must submit to program reviews of activities related to state financial aid programs.

22.10. Grade Point Average Calculations for Satisfactory Academic Progress

(a) Grade point average calculations shall be made in accordance with institutional policies.

~~(b) For purposes of Satisfactory Academic Progress, a recipient's GPA is calculated at the end of the student's academic year.~~

(b) A grant recipient whose GPA is below program grade point average requirements as of the end of an academic year may appeal his/her grade point average calculation if he/she has taken courses previously at one or more institutions. In the case of such an appeal, the current institution (if presented with transcripts from the previous institutions), shall calculate an overall grade point average counting all classes and grade points previously earned. If the resulting grade point average exceeds the program's academic progress requirement, an otherwise eligible student may receive an award in the following academic year.

(c) If a grant recipient's grade point average falls below program requirements and the student transfers to another institution, or has transferred from another institution, the receiving institution cannot make a subsequent award to the transfer student until the student provides official transcripts of previous coursework to the current institution's financial aid office.

and the institution re-calculates an overall grade-point average, including hours and grade points for courses taken at the previous and current institutions, that proves the student's overall grade point average now meets or exceeds program requirements.

22.11. Provisions specific to the TEXAS Grant, TEOG, TEG, and Texas Work-Study Programs

(a) Funding. Funds awarded through this program may not exceed the amount of appropriations, gifts, grants and other funds that are available for this use (§§56.303(c) and 56.403(c)).

(b) Authority to Transfer Funds. Institutions participating in a combination of the Toward EXcellence, Access and Success Grant, Texas Educational Opportunity Grant, Tuition Equalization Grant, and Texas College Work-Study Programs, in accordance with instructions from the Board, may transfer current fiscal year funds up to the lesser of 10 percent or \$20,000 between these programs. This threshold applies to the program from which the funds are transferred. Such transfers must occur by July 1 of the current fiscal year.

(c) Award Uses. No state grant or work-study funding may be used for any purpose other than paying for any usual and customary cost of attendance incurred by the student related to enrollment at a participating institution of higher education for the academic year for which funding was awarded.

(d) Over Awards. If, at a time after the award has been disbursed by the institution to the student, the student receives assistance that was not taken into account in the institution's estimate of the student's financial need, so that the resulting sum of assistance exceeds the student's financial need, the institution is not required to adjust the award under this program unless the sum of the excess resources is greater than \$300.

(e) Award adjustments. If a student officially withdraws from enrollment, the institution shall follow its general institutional refund policy in determining the amount by which the financial aid is to be reduced. If the student withdraws or drops classes after the end of the institution's refund period, no refunds are due to the program. If for some other reason the amount of a student's disbursement exceeds the amount the student is eligible to receive, the financial aid should be recalculated accordingly.

(f) Re-awarding of funds. Funds made available from award adjustments may be re-awarded to other eligible students attending the institution. If funds cannot be re-awarded, they should be returned to the Board in accordance with §22.2 of this subchapter.

(g) Late Disbursements.

(1) A student may receive a disbursement after the end of his/her period of enrollment if the student:

(A) Owes funds to the institution for the period of enrollment for which the award is being made; or

(B) Received a student loan that is still outstanding for the period of enrollment.

(2) Funds that are disbursed after the end of the student's period of enrollment must be used to either pay the student's outstanding balance from his/her period of enrollment at the institution or to make a payment against an outstanding student loan received during that period of enrollment. Under no circumstances are funds to be released to the student.

(3) Documentation must be retained by the institution, proving the late-disbursed funds were used to make a payment against an outstanding balance at the institution from the relevant period of enrollment and/or to make a payment against an outstanding loan taken out for the period of enrollment.

(4) Unless granted an extension by the staff of the Coordinating Board, late disbursements must be processed prior to the end of the state fiscal year for which the funds were allocated to the institution.

AGENDA ITEM VII-G (2)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter B, Sections 22.21-22.28 and the repeal of Sections 22.30-22.32 of Board rules, concerning the Provisions for the Tuition Equalization Grant Program

RECOMMENDATION: Approval

Background Information:

The amendment to subsection 22.21(b) strikes the reference to "eligible nonresidents" from the rule as the rider allowing this provision was removed during the 85th Texas Legislature, Regular Session.

The amendments to Section 22.22 concerning "Definitions" remove redundant terms and others are proposed to be moved to Subchapter A, General Provisions. These definitions are commonly found throughout the Texas Administrative Code and moving them to Chapter 22, Subchapter A, centralizes these definitions within the chapter. The amendment to subsection 22.22(1) clarifies the definition of "Adjusted gross need" by replacing the stricken word "gross" with "financial." The amendment to the renumbered subsection 22.22(2) combines the definitions for "Exceptional Financial need" and "Exceptional TEG need" into one definition. Each of these amendments improve the clarity of the definitions. The amendments to renumbered subsection 22.22(3) replace all references to "First TEG" with "First award." This section has been renumbered to accommodate the changes.

The amendment to Section 22.23 adds the word "Eligible" to the section title. Subsection 22.23(a)(2) is amended by adding the term "participating" institutions to align with other language used throughout the rule. Subsection 22.23(a)(3) is amended to align language with Texas Education Code §61.223. New subsection 22.23(a)(6) adds provisions regarding the eligibility of private institutions that are no longer accredited as outlined in Section 22.23(a)(1) pursuant to House Bill 1680, 86th Texas Legislature, Regular Session. The amendments to subsections 22.23(b)(1) and (2) add language that clarifies the terms of the agreement by which an institution can participate in the TEG Program. Specifically, subsection 22.23(b)(2) is amended by striking language regarding approval the deadline. The new language provides the date by which an institution must indicate its "intent to participate" in the TEG Program because allocations for both years of the biennium are now provided at the start of the biennium. Subsection 22.23(c) regarding "Responsibilities" has been deleted from this section and language referencing the location of the provisions regarding institutions' responsibilities has been added.

The amendments to Section 22.24 remove from the section title, and from subsequent subsections, the outdated reference to "Provisions that Apply Only to 2006

Revised TEG Program Students and replaces the section title with "Eligible Students." Subsection 22.24(a)(3) adds the correct rule reference to the subchapter and the previous reference has been stricken from the rule. The amendment to subsection 22.24(a)(5) corrects the word "associate's" and replaces it with "associate."

The amendments to Section 22.25 rename the section title to "Satisfactory Academic Progress" and remove the previous name, "Provisions that Apply Only to Original TEG Program Students." New language added to this section outlines the academic progress requirements for first and subsequent award year recipients; the previous language has been deleted from this section.

The amendments to Section 22.26 rename the section title to "Discontinuation of Eligibility or Non-Eligibility." The previous section title, "Award Amounts and Uses," has been deleted. Amendments to Section 22.26 add new language providing the circumstances for which an undergraduate or graduate student's eligibility would discontinue or become non-eligible. Previous language relating to award amounts and uses has been deleted from this section and proposed to be moved to Section 22.28.

The amendments to Section 22.27 rename the section title to "Hardship Provisions" and deletes the previous title, "Adjustments to Awards." New language added to Section 22.27 outlines the criteria for a student to receive a TEG in the event of a hardship or other good cause. Previous language relating to adjustments to awards has been deleted from this section and proposed to be moved to Section 22.28.

The amendments to Section 22.28 rename the section title to "Award Amounts and Adjustments" and remove the old section title, "Late Disbursements." New language aligns the rule with Texas Education Code, Section §61.227(e) and old language concerning late disbursements is deleted from this section and moved to Subchapter A of this chapter.

Amendments to Sections 22.30-22.31 are repealed in this subchapter and proposed to be moved to Chapter 22, Subchapter A, General Provisions for better categorizing and Section 22.32 is repealed as the financial aid report for the TEG Program is statutorily mandated in Texas Education Code §61.230; therefore, a rule to produce the report is not necessary.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

Date Published in the *Texas Register*: July 26, 2019.

The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

No comments were received within the public comment period.

Approved by the Office of General Counsel K. Carr Date: 10/3/19

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS

SUBCHAPTER B PROVISIONS FOR THE TUITION EQUALIZATION GRANT PROGRAM

Section

- 22.21. Authority and Purpose.
- 22.22. Definitions.
- 22.23. Eligible Institutions
- 22.24. Eligible Students [~~Provisions that Apply Only to 2006 Revised TEG Program Students~~]
- 22.25. Satisfactory Academic Progress [~~Provisions that Apply Only to Original TEG Program~~]
- 22.26. Discontinuation of Eligibility or Non-Eligibility [~~Award Amounts and Uses~~]
- 22.27. Hardship Provisions [~~Adjustments to Awards~~]
- 22.28. Award Amounts and Adjustments [~~Late Disbursements~~]
- 22.29. Allocation and Disbursement of Funds
- ~~22.30. Authority to Transfer Funds.~~
- ~~22.31. Dissemination of Information and Rules.~~
- ~~22.32. Reporting.]~~

22.21. Authority and Purpose.

(a) Authority. Authority for this subchapter is provided in the Texas Education Code, Chapter 61, Subchapter F, the Tuition Equalization Grant Program. This subchapter establishes procedures to administer Texas Education Code, §§61.221 - 61.230.

(b) Purpose. The purpose of the Tuition Equalization Grant (TEG) Program is to promote the best use of existing educational resources and facilities within this state, both public and private, by providing need-based grants to Texas residents [~~and eligible nonresidents~~] enrolled in any approved private or independent Texas college or university.

22.22. Definitions.

In addition to the words and terms defined in Texas Administrative Code 22.1 the [~~The~~] following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

~~[(1) 2006 Revised TEG Program--The TEG program as authorized in statute as amended by the 79th Texas State Legislature in 2005 and which applies to students who are awarded their first TEG on or after September 1, 2005.~~

~~(2) Academic year--A twelve-month period designated by an eligible institution as its financial aid award year.]~~

(1) [(3)] Adjusted gross need--An amount equal to a student's financial [~~gross~~] need less the amount of his or her Federal Pell Grant and any categorical aid the student

might have brought to the institution.

~~(4) — Awarded — Offered to a student.~~

~~(5) — Board — The Texas Higher Education Coordinating Board.~~

~~(6) — Categorical aid — Aid other than veterans benefits that the institution does not award to the student, but that the student brings to the school from a third party.~~

~~(7) — Commissioner — The Commissioner of Higher Education, the Chief Executive Officer of the Board.~~

~~(8) — Cost of attendance — A Board approved estimate of the expenses incurred by a typical financial aid student in attending a particular college or university. It includes direct educational costs (tuition, fees, books, and supplies) as well as indirect costs (room and board, transportation, and personal expenses).~~

~~(9) — Degree or certificate program of four years or less — A baccalaureate degree or certificate program other than in architecture, engineering or any other program determined by the Board to require more than four years to complete.~~

~~(10) — Degree or certificate program of more than four years — A baccalaureate degree or certificate program in architecture, engineering or any other program determined by the Board to require more than four years to complete.~~

~~(11) — Encumbered Funds — Funds ready for disbursal to the institution, based on the institution having submitted to the Board the required documentation to request funds.~~

~~(12) — Enrollment on at least a half time basis — For undergraduate students, enrolled for the equivalent of six or more semester credit hours per regular semester. For graduate students, enrolled for the equivalent of 4.5 or more semester credit hours per regular semester or enrolled for 50 percent of the normal full time load of the student's program of study.~~

~~(13) — Enrollment on at least a three-fourths or three-quarters basis — For undergraduate students, enrolled for the equivalent of nine or more semester credit hours per regular semester. For graduate students, enrolled for the equivalent of six or more semester credit hours per regular semester or enrolled for 75 percent of the normal full time load of the student's program of study.~~

~~(14) — Exceptional Financial need — The need an undergraduate student has if his or her expected family contribution is less than or equal to \$1000.~~

(2) ~~[(15)]~~ Exceptional TEG need--An additional amount of TEG funds for which an undergraduate student may qualify on the basis of having an expected family contribution generated through the use of the federal methodology, less than or equal to \$1,000 [the amount specified by the Board in accordance with Texas Education Code,

~~§61.227(e)].~~

~~(16) — Expected family contribution—The amount of discretionary income that should be available to a student from his or her resources and that of his or her family, as determined following the federal methodology.~~

~~(17) — Financial need—The cost of attendance at a particular public or private institution of higher education less the expected family contribution. The cost of attendance and family contribution are to be determined in accordance with Board guidelines.~~

~~(3)[(18)] First [TEG or first] award--The first Tuition Equalization Grant ever awarded to and received by a specific student.~~

~~(4)[(19)] Forecast - The FORECAST function in Microsoft Excel.~~

~~(20) — Full time enrollment—For undergraduate students, enrollment for the equivalent of twelve or more semester credit hours per regular semester or term. For graduate students, enrollment for the equivalent of nine or more semester credit hours per regular semester or term or the normal full-time load of the student's program of study.~~

~~(21) — Graduate student—A student who has been awarded a baccalaureate degree and is enrolled in coursework leading to a graduate or professional degree.~~

~~(22) — Gross need—An amount equal to a student's cost of attendance less expected family contribution generated through the use of the federal methodology.~~

~~(23) — Original TEG Program—The TEG program as authorized by statute prior to amendments adopted by the 79th Texas State Legislature in 2005 and which applies to students who were awarded their first TEG prior to September 1, 2005, including students awarded their first TEG prior to September 1, 2005 for the 2005-2006 academic year.~~

~~(24) — Period of enrollment—The semesters or terms within an academic year for which the student was enrolled in an approved institution and met all the eligibility requirements for an award through this program.~~

~~(5)[(25)] Private or independent institution--Any college or university defined as a private or independent institution of higher education by Texas Education Code, §61.003.~~

~~(6)[(26)] Program maximum--The TEG Program award maximum determined by the Board in accordance with Texas Education Code, §61.227 (relating to Payment of Grant; Amount).~~

~~(27) — Program Officer—The individual named by each participating institution's chief executive officer to serve as agent for the Board. The Program Officer has primary~~

~~responsibility for all ministerial acts required by the program, including the selection of recipients, maintenance of all records and preparation and submission of reports reflecting program transactions. Unless otherwise indicated by the administration, the director of student financial aid shall serve as Program Officer.~~

~~(7)[(28)]~~ Program or TEG--The Tuition Equalization Grant Program.

~~(29) Regular semester--A fall or spring semester, typically of 16 weeks duration.~~

~~(8)[(30)]~~ Religious ministry--Roles serving as clergy, religious leaders or similar positions within any sect or religious society, as demonstrated through ordination, licensure to preach, or other mechanisms particular to a given sect or society that are used to identify clergy, religious leaders or such similar positions.

~~(31) Residency Core Questions--A set of questions developed by the Coordinating Board to be used to determine a student's eligibility for classification as a resident of Texas, available for downloading through the Coordinating Board's website and incorporated into the ApplyTexas application for admission.~~

~~32) Resident of Texas--A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.~~

~~(9)[(33)]~~ Subsequent award--A TEG grant received in any academic year other than the year in which an individual received his or her first TEG award.

~~(10)[(34)]~~ TEG need--The basic amount of TEG funds that an eligible student could receive, subject to the limit in Texas Education Code §61.227(c).

~~(35) Total TEG need--The total amount of TEG funds that eligible students at an approved institution could receive if the program were fully funded.~~

~~(11)[(36)]~~ Tuition differential--The difference between the tuition paid at the private or independent institution attended and the tuition the student would have paid to attend a comparable public institution.

~~(37) Undergraduate student--An individual who has not yet received a baccalaureate degree.~~

22.23. Eligible Institutions

(a) Eligibility.

(1) Any ~~[college or university defined as a]~~ private or independent institution of higher education ~~[by Texas Education Code, §61.003]~~, or a branch campus of a private or independent institution of higher education located in Texas and accredited on

its own or with its main campus institution by the Commission on Colleges of the Southern Association of Colleges and Schools, other than theological or religious seminaries, is eligible to participate in the TEG Program.

(2) No participating institution may, on the grounds of race, color, national origin, gender, religion, age, or disability exclude an individual from participation in, or deny the benefits of the program described in this subchapter.

(3) Each participating institution must follow the Civil Rights Act of 1964, Title VI (Public Law 88-352) in avoiding discrimination in admissions or employment.

(4) A private or independent institution of higher education that previously qualified under paragraph (1) of this subsection but no longer holds the same accreditation as public institutions of higher education may temporarily participate in the TEG Program if it is:

(A) accredited by an accreditor recognized by the Board;

(B) actively working toward the same accreditation as public institutions of higher education;

(C) participating in the federal financial aid program under 20 United States Code (U.S.C.) §1070a; and

(D) a "part B institution" as defined by 20 U.S.C. §1061(2) and listed in 34 Code of Federal Regulations §608.2.

(5) The Board may grant temporary approval to participate in the TEG program to an institution described under paragraph (4) of this subsection for a period of two years. The Board may renew that approval for a given institution twice for a period of two years.

(6) A private or independent institution of higher education that previously qualified under paragraph (1) of this subsection but no longer holds the same accreditation as public institutions of higher education may participate in the TEG Program if it is:

(A) accredited by an accreditor recognized by the Board in accordance with Texas Administrative Code, §7.6;

(B) a work college, as that term is defined by 20 U.S.C. Section 1087-58; and

(C) participating in the federal financial aid program under 20 U.S.C. §1070(a).

(b) Approval.

(1) Agreement. Each approved institution must enter into an agreement with the Board, prior to being approved to participate in the program, the terms of which shall be prescribed by the Commissioner or his/her designee.

(2) ~~[Approval Deadline. An institution must enter into an agreement with the Board and indicate an intent to participate in the program by February 1 in order for qualified students enrolled in that institution to be eligible to receive grants in the following fiscal year.]~~ Intent to Participate. An eligible institution interested in participating in the Program must indicate this intent by June 1 of each odd-numbered year in order for qualified students enrolled in that institution to be eligible to receive grants in the following fiscal biennium.

(c) Responsibilities. Participating institutions are required to abide by the General Provisions outlined in subchapter A of this Chapter.

~~(1)—— Probation Notice. If the institution is placed on public probation by its accrediting agency, it must immediately notify Board staff and advise grant recipients of this condition and maintain evidence to demonstrate that the student was so informed.~~

~~(2)—— Disbursements to Students:~~

~~(A)—— Documentation. The institution must maintain records to prove the receipt of program funds by the student or the crediting of such funds to the student's school account.~~

~~(B)—— Procedures in Case of Illegal Disbursements. If the Commissioner has reason for concern that an institution has disbursed funds for unauthorized purposes, Board staff will notify the institution and offer an opportunity for a hearing pursuant to the procedures outlined in Chapter 1 of this title (relating to Agency Administration). Thereafter, if Board staff determines that funds have been improperly disbursed, the institution shall become primarily responsible for restoring the funds to the Board. No further disbursements of grants or scholarships shall be permitted to students at that institution until the funds have been repaid.~~

~~(3)—— Reporting Requirements/Deadlines. All institutions must meet Board reporting requirements in a timely fashion~~

~~(A)—— Such reporting requirements shall include but are not limited to reports specific to allocation and reallocation of grant funds (including the TEG Need Survey, the TEG year end student by student report, the Coordinating Board's Education Data Center CBM001 and CBM009 reports, and the Financial Aid Database Report) as well as progress reports of program activities.~~

~~(B)—— Each participating institution shall have its TEG Program operations audited on an annual basis by an independent auditor or by an internal audit office that is independent of the financial aid and disbursing offices. Reports on findings and corrective action plans (if necessary) are due to~~

~~the Board by April 15 each year.~~

~~(4) — Program Reviews. If selected for such by Board staff, participating institutions must submit to program reviews of activities related to the TEG Program.~~

22.24. Eligible Students [~~Provisions that Apply Only to 2006 Revised TEG Program Students~~]

(a) Eligible Students. To receive an award through the TEG Program, a [~~2006 Revised TEG Program~~] student must:

(1) be enrolled on at least a three-fourths of full-time enrollment;

(2) show financial need;

(3) maintain satisfactory academic progress in his or her program of study as determined by the institution at which the person is enrolled and as required by §22.25 of this subchapter [~~subsection (b) of this section~~];

(4) be a resident of Texas as determined based on data collected using the Residency Core Questions and in keeping with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status);

(5) be enrolled in an approved institution in an individual degree plan leading to a first associate [~~associate's~~] degree, first baccalaureate degree, first master's degree, first professional degree, or first doctoral degree, but not in a degree plan that is intended to lead to religious ministry;

(6) be required to pay more tuition than is required at a comparable public college or university and be charged no less than the tuition required of all similarly situated students at the institution;

~~[(7) — have a statement on file with the institution indicating the student is registered with the Selective Service System as required by federal law or is exempt from Selective Service registration under federal law;] and~~

(7) [(8)] not be a recipient of any form of athletic scholarship during the semester or semesters he or she receives a TEG.

~~[(9) — be awarded his or her initial TEG grant on or after September 1, 2005.].~~

~~(b) — Continued Eligibility.~~

~~(1) — Eligibility at End of First Year Award. 2006 Revised TEG Program students who complete their first year receiving a Tuition Equalization Grant in compliance with their institutions' financial aid academic progress requirements are eligible to receive subsequent awards in the following year if they meet the other requirements listed in subsection (a) of this section.~~

~~(2) — Satisfactory Academic Progress. 2006 Revised TEG Program students shall, unless granted a hardship postponement in accordance with subsection (c) of this section, as of the end of an academic year in which the student receives a subsequent award:~~

~~(A) — have completed at least:~~

~~(i) — for undergraduates, 24 semester credit hours in the most recent academic year, or if at the end of the academic year in which the student receives a first award and the student entered college at the beginning of the spring term in the year in which he or she received his or her first award, have completed at least 12 semester credit hours in the most recent academic year; or~~

~~(ii) — for graduate students, 18 semester credit hours in the most recent academic year;~~

~~(B) — have an overall cumulative grade point average of at least 2.5 on a four point scale or its equivalent for all coursework attempted at a public, private, or independent institution;~~

~~(C) — have completed at least 75 percent of the semester credit hours attempted in the most recent academic year; and~~

~~(D) — meet the requirements listed in subsection (a) of this section.~~

~~(c) — Grade Point Average Calculations. Grade point average calculations shall be made in accordance with institutional policies except that if a grant recipient's grade point average falls below program requirements and the student transfers to another institution, or has transferred from another institution, the receiving institution cannot make a subsequent award to the transfer student until the student provides official transcripts of previous coursework to the new institution's financial aid office and the institution re-calculates an overall grade point average, including hours and grade points for courses taken at the old and new institutions, that proves the student's overall grade point average now meets or exceeds program requirements.~~

~~(d) — End of Eligibility:~~

~~(1) — Unless granted a hardship extension in keeping with subsection (c) of this section, an undergraduate 2006 Revised TEG Program student shall no longer be eligible for a TEG as of:~~

~~(A) — the fifth anniversary of the first award of a TEG to the student, if the student is enrolled in a degree or certificate program of four years or less; or~~

~~(B) — the sixth anniversary of the first award of a TEG to student, if the student is enrolled in a degree or certificate program of more than four years.~~

~~(2) — A graduate student may continue to receive grants as long as he or she meets the relevant eligibility requirements of subsections (a) and (b) of this section.~~

~~(e) — Hardship.~~

~~(1) — In the event of a hardship or for other good cause, the Program Officer at an eligible institution may allow an otherwise eligible student to receive a TEG while:~~

~~(A) — enrolled less than three quarter of full time enrollment;~~

~~(B) — if the student's grade point average, number of hours completed, or percent of attempted hours completed falls below the satisfactory academic progress requirements as referred to in subsection (b) of this section; or~~

~~(C) — if the student has taken more time to complete his/her certificate or degree than specified in subsection (d) of this section.~~

~~(2) — Hardship conditions or other good cause may include, but are not limited to:~~

~~(A) — a showing of a severe illness or other debilitating condition that may affect the student's academic performance;~~

~~(B) a — n indication that the student is responsible for the care of a sick, injured, or needy person and that the student's provision of care may affect his or her academic performance, or~~

~~(C) — a student's need to complete fewer than the required minimum number of hours in a given term in order to complete a degree, in which case the award amount should be determined on a pro rata basis for a full time award in keeping with §22.26(g) of this title (relating to Award Amounts and Uses).~~

~~(3) — Each institution shall adopt a hardship policy under this section and have the policy available in writing in the financial aid office for public review upon request.~~

22.25. Satisfactory Academic Progress [~~Provisions that Apply Only to Original TEG Program~~]

(a) Eligibility at End of First Award Year. Students who complete their first year receiving a Tuition Equalization Grant in compliance with their institutions' financial aid satisfactory academic progress requirements, are eligible to receive subsequent awards in the following year if they meet the other requirements listed in §22.24 of this title.

(b) Eligibility at End of a Subsequent Award Year. Students shall, unless granted a hardship provision [~~postponement~~] in accordance with §22.27 of this title, as of the end of an academic year in which the student receives a subsequent award:

(1) have completed at least:

(A) for undergraduate students, 24 semester credit hours in the most recent academic year, or if at the end of the academic year in which the student receives a first award and the student entered college at the beginning of the spring term in the year in which he or she received his or her first award, have completed at least 12 semester credit hours in the most recent academic year; or

(B) for graduate students, 18 semester credit hours in the most recent academic year;

(2) have an overall cumulative grade-point average of at least 2.5 on a four-point scale or its equivalent;

(3) have completed at least 75 percent of the semester credit hours attempted in the most recent academic year.

(c) The calculation of a student's GPA is to be completed in accordance with Subchapter A of this Chapter.

(d) The completion rate calculations may be made in keeping with institutional policies. [Eligible Students. To receive an award through the TEG Program, an Original TEG Program student must:

(1) ~~be enrolled on at least a half time of full time enrollment;~~

(2) ~~show financial need;~~

(3) ~~maintain satisfactory academic progress in his or her program of study as determined by the institution at which the person is enrolled;~~

(4) ~~be a resident of Texas as determined based on data collected using the Residency Core Questions and in keeping with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status);~~

(5) ~~be enrolled in an approved institution in an individual degree plan leading to a first associate's degree, first baccalaureate degree, first master's degree, first professional degree, or first doctoral degree, but not in a degree plan that leads to ordination, licensure to preach or a career in church work;~~

(6) ~~be required to pay more tuition than is required at a comparable public college or university and be charged no less than the regular tuition required of all similarly situated students enrolled at the institution;~~

(7) ~~have a statement on file with the institution indicating the student is registered with the Selective Service System as required by federal law or is exempt from Selective Service registration under federal law; and~~

(8) ~~not be a recipient of any form of athletic scholarship during the semester or semesters he or she receives a TEG; and~~

(9) ~~have been awarded his or her first TEG grant prior to September 1, 2005.~~

(b) ~~End of Eligibility. An undergraduate or graduate student who was awarded first TEG prior to the 2005-2006 academic year or before September 1, 2005, for the 2005-2006 academic year may continue to receive grants as long as he or she meets the relevant eligibility requirements of subsection (a) of this section.~~

(c) ~~Expiration of Rules. This section expires as of January 1, 2016.~~

22.26. Discontinuation of Eligibility or Non-Eligibility ~~[Award Amounts and Uses]~~

(a) Discontinuation of Eligibility.

(1) Unless granted a hardship provision in accordance with §22.27 of this title, an undergraduate student shall no longer be eligible for a TEG as of:

(A) the fifth anniversary of the first award of a TEG to the student, if the student is enrolled in a degree or certificate program of four years or less; or

(B) the sixth anniversary of the first award of a TEG to student, if the student is enrolled in a degree or certificate program of more than four years.

(2) A graduate student may continue to receive grants as long as he or she meets the relevant eligibility requirements of §§22.24 and 22.25 of this title.

(b) Other than as described in §22.27 of this title, if a person fails to meet any of the requirements for receiving an award as outlined in §22.24 or §22.25 of this title after completion of any year, the person may not receive a TEG until he or she completes a semester of at least three-quarter-time enrollment while not receiving a TEG and meets all the requirements of §22.24 or §22.25 of this title as of the end of that semester. ~~[Funding. Funds awarded through this program may not exceed the amount appropriated by the Legislature for that purpose.~~

(b) ~~Award Amount.~~

(1) ~~Each academic year, no TEG award shall exceed the least of:~~

(A) ~~the student's financial need;~~

(B) ~~the student's tuition differential; or~~

(C) ~~the program maximum.~~

(2) ~~A grant to a part time student whose first TEG was awarded prior to September 1, 2005 or to any student enrolled for a limited number of hours due to imminent graduation or to a student with limited need shall be made on a pro rata basis of a full time award in keeping with subsection (g) of this section.~~

~~(c) — Exceptional Need Award for Undergraduate Students. An undergraduate student who has exceptional financial need may receive a grant in an amount not to exceed 150 percent of the program maximum.~~

~~(d) — Uses. No grant disbursed to a student may be used for any purpose other than for meeting the cost of attending an approved institution.~~

~~(e) — Term or Semester Disbursement Limit. The amount of any disbursement in a single term or semester may not exceed the student's financial need or tuition differential for that term or semester or the program maximum for the academic year, whichever is the least.~~

~~(f) — Over Awards. If, at a time after the award has been disbursed by the institution to the student, the student receives assistance that was not taken into account in the institution's estimate of the student's financial need, so that the resulting sum of assistance exceeds the student's financial need, the institution is not required to adjust the award under this program unless the sum of the excess resources is greater than \$300.~~

~~(g) — Prorated Awards.~~

~~(1) — Awards to undergraduate students enrolling in fewer than the required number of hours in a given semester due to fewer hours needed for graduation shall be prorated based on the following schedule:~~

~~(A) — If enrolled for the equivalent of 9 or more hours in a regular semester or 75% or more of the normal full time enrollment of the undergraduate student's program of study—100% of the maximum award;~~

~~(B) — If enrolled for the equivalent of 6-8 hours in a regular semester—50% of the maximum award; and~~

~~(C) — If enrolled for the equivalent of fewer than 6 hours in a regular semester—25% of the maximum award.~~

~~(2) — Awards to graduate students enrolling in fewer than the required number of hours in a given semester due to fewer hours needed for graduation shall be prorated based on the following schedule:~~

~~(A) — If enrolled for the equivalent of 7 or more hours in a regular semester or 75% or more of the normal full time enrollment of the graduate student's program of study—100% of the maximum award;~~

~~(B) — If enrolled for the equivalent of 5-6 hours in a regular semester or 50 percent of the normal full time enrollment of the student's program of study—50% of the maximum award; and~~

~~(C) — If enrolled for fewer than 5 hours in a regular semester or less than 50 percent of the normal full time enrollment of the student's program of study—25% of the maximum award.~~

~~(3) — At institutions with regular semesters, awards to a 2006 Revised TEG Program student who is enrolled for a limited number of hours due to a hardship as referred to in §22.24(e) of this title (relating to Provisions that Apply Only to 2006 Revised TEG Program Students) shall be made on a pro rata basis of a full-time award in keeping with subsection (g) of this section.~~

22.27. Hardship Provisions [Adjustments to Awards]

(a) In the event of a hardship or for other good cause, the Program Officer at an eligible institution may allow an otherwise eligible student to receive a TEG while:

(1) enrolled less than three-quarter of full-time enrollment;

(2) if the student's grade point average, number of hours completed, or percent of attempted hours completed falls below the satisfactory academic progress requirements as referred to in §22.25 of this title; or

(3) if the student has taken more time to complete his/her certificate or degree than specified in §22.26 of this title.

(b) Hardship conditions or other good cause may include, but are not limited to:

(1) a showing of a severe illness or other debilitating condition that may affect the student's academic performance;

(2) an indication that the student is responsible for the care of a sick, injured, or needy person and that the student's provision of care may affect his or her academic performance, or

(3) a student's need to complete fewer than the required minimum number of hours in a given term in order to complete a degree, in which case the award amount should be determined on a pro rata basis for a full-time award.

(c) Each institution shall adopt a hardship policy under this section and have the policy available in writing in the financial aid office for public review upon request. [If a student officially withdraws from enrollment, or for some other reason the amount of a student's disbursement exceeds the amount the student is eligible to receive, the institution shall follow its general institutional refund policy in determining the amount by which the award is to be reduced.

~~(1) — Such funds should be re-awarded to other eligible students attending the institution. If funds cannot be re-awarded, they should be returned to the Board by no later than the end of the state fiscal year for which they were allocated to the institution.~~

~~(2) — If the student withdraws or drops classes after the end of the institution's refund period, no refunds are due to the program.~~

22.28. Award Amounts and Adjustments [Late-Disbursements](a) Award Amount. Each academic year, no TEG award shall exceed the least of:(1) the student's financial need;(2) the student's tuition differential; or(3) the maximum award allowed based on the student's EFC, which is:(A) 150 percent of the program maximum for undergraduate students demonstrating exceptional TEG need; or(B) the program maximum for all other eligible students(b) Term or Semester Disbursement Limit. The amount of any disbursement in a single term or semester may not exceed the student's financial need or tuition differential for that term or semester or the program maximum for the academic year, whichever is the least.(c) Prorated Awards. If an eligible student is enrolled less than three-quarter-time in a semester, as measured on the census date, the student's award for that semester may not exceed 50% of the maximum award.(d) Award calculations and disbursements are to be completed in accordance with Subchapter A of this Chapter. [A student may receive a disbursement after the end of his/her period of enrollment if the student:(1) Owes funds to the institution for the period of enrollment for which the award is being made; or(2) Received a student loan that is still outstanding for the period of enrollment.(b) Funds that are disbursed after the end of the student's period of enrollment must be used to either pay the student's outstanding balance from his/her period of enrollment at the institution or to make a payment against an outstanding student loan received during that period of enrollment. Under no circumstances are funds to be released to the student.(c) Documentation must be retained by the institution, proving the late-disbursed funds were used to make a payment against an outstanding balance at the institution from the relevant period of enrollment and/or to make a payment against an outstanding loan taken out for the period of enrollment.](d) Unless granted an extension by the staff of the Coordinating Board, late disbursements must be processed prior to the end of the state fiscal year for which the funds were allocated to the institution.

22.29. No Change.

~~[22.30. Authority to Transfer Funds.~~

~~Institutions participating in the Tuition Equalization Grant and Texas College Work Study Program, in accordance with instructions from Board staff, may transfer in a given fiscal year up to the lesser of 10 percent or \$20,000 between these programs.]~~

~~22.31. Dissemination of Information and Rules.~~

~~The Board is responsible for publishing and disseminating general information and program rules for the program described in this subchapter.~~

~~22.32. Reporting.~~

~~(a) Each year, the Board shall include as a part of the annual financial aid report mandated in Texas Education Code §61.230 a breakdown of Tuition Equalization Grant recipients by ethnicity, indicating the percentage of each ethnic group that received Tuition Equalization Grant funds for the academic year at each institution.~~

~~(b) Each year, participating institutions shall submit the TEG Need Survey, a student-by-student report that reflects its students' need for TEG funds.~~

~~(c) Each year, participating institutions shall submit a year-end student-by-student report that reflects how the institution disbursed TEG program monies allocated to it.~~

AGENDA ITEM VII-G (3)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter C, Sections 22.42, 22.44-22.46, 22.51-22.53, and 22.55 and the repeal of Section 22.43 of the Board rules, concerning the Hinson-Hazlewood College Student Loan Program

RECOMMENDATION: Approval

Background Information:

The amendment to Section 22.42 changes the section title to "Authority and Purpose." Additional amendments to Section 22.42, as well as the subsequent repeal of Section 22.43, align the rule structure with the agency's other student financial aid programs to improve stakeholder understanding of the rules.

Amendments to Section 22.44 remove definitions that either are not used in the subchapter or are already defined in Subchapter A, Section 22.1 of the chapter.

Amendments to Sections 22.45 and 22.46 align the rules with statutory changes enacted through House Bill 4465, 86th Texas Legislative, Regular Session, which removed outdated and unnecessary statutory language.

Other amendments have occurred throughout the rules to provide consistency in the use of terminology, to correct references, and to remove outdated language. These amendments are found in subsections 22.51(b), 22.52(a), and 22.53(a)(5).

The amendment to subsection 22.55(c) removes a barrier to student completion of a certificate or degree.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

Date Published in the *Texas Register*: July 26, 2019.

The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

No comments were received regarding this rule.

Approved by the Office of General Counsel

Date: 10/3/19

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.

- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS

SUBCHAPTER C HINSON-HAZLEWOOD COLLEGE STUDENT LOAN PROGRAM

Sections

- 22.42. Authority and Purpose
- ~~[22.43. Authority]~~
- 22.44. Definitions
- 22.45. Eligibility of Institutions
- 22.46. Eligibility of Students
- 22.47. Requirements of Cosigner/Accommodation Party
- 22.48. Notice to Borrowers
- 22.49. Amount of Loan
- 22.50. Loan Origination Fees
- 22.51. Loan Interest
- 22.52. Disbursements to Students
- 22.53. Repayment of Loans
- 22.54. Deceased or Disabled Borrowers and Cosigners
- 22.55. Enforcement of Collection

22.42. Authority and Purpose.

(a) Unless otherwise noted in a section, the authority for these provisions is provided by the Texas Education Code, §§52.31-52.40.

(b) This subchapter establishes rules relating to the administration of several student loan programs that have been authorized by the Texas Legislature to improve and increase access to higher education in the State of Texas.

~~22.43. Authority.~~

~~Unless otherwise noted in a section, the authority for these provisions is provided by the Texas Education Code, §§52.31-52.40.~~

22.44. Definitions.

In addition to the words and terms defined in Texas Administrative Code, §22.1 the
~~[The]~~ following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Alternative Educator Certification Program--an approved educator preparation program, delivered by entities approved by the State Board for Educator Certification under the provisions of Texas Administrative Code, §228.10, specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a baccalaureate degree.

~~[(2) Auxiliary Fund--the Student Loan Auxiliary Fund authorized in the Texas Education Code, Chapter 52, §§52.81--52.90.]~~

~~[(3) Board--the Texas Higher Education Coordinating Board.]~~

~~(2)~~ [(4)] CAL [~~or CALP~~]~~--College Access Loan Program.~~

~~[(5) Commissioner--the Commissioner of Higher Education.]~~

~~(3)~~ [(6)] Cosigner/Accommodation Party--one who signs a student loan promissory note and thereby assumes liability for the debt and all fees and expenses associated with the note, who is not a direct beneficiary of the proceeds of the loan.

~~[(7) Cost of Attendance--expenses, including direct educational costs (tuition, fees, books, and supplies) as well as indirect educational costs (room and board, transportation, and personal expenses) incurred by a typical student receiving financial aid in attending a particular college.]~~

~~(4)~~ [(8)] Default--the failure of a borrower and cosigner, if any, to make loan installment payments when due for a total of 180 days for CAL and HELP loans and 270 days for FFELP and HEAL loans.

~~(5)~~ [(9)] Deferment--any period during which a borrower, upon adequate showing of entitlement under the terms of the particular lending program, shall be eligible to suspend payments.

~~(6)~~ [(10)] FFELP--the Federal Family Education Loan Program, formerly the Guaranteed Student Loan Program, authorized by the Higher Education Act of 1965, as amended, 20 U.S.C. §§1071 - 1087-4. Included in the FFELP are Federal Stafford Loans and Federal Supplemental Loans for Students.

~~(7)~~ [(11)] Forbearance--discretionary permission from the Commissioner or his designees that allows a borrower to cease payments temporarily, or allows an extension of time for making payments, or temporarily reduces the payment amount from the amount that was previously scheduled.

~~(8)~~ [(12)] FSL--the Robert T. Stafford Federal Student Loan Program to be known as "Federal Stafford Loans," formerly known as Stafford Loans and Guaranteed Student Loans, which included Federal Insured Student Loans. FSLs are made under provisions of the Federal Family Education Loan Program; but, for purposes of this subchapter, the acronym FSL will designate those rules specific to FSL.

~~(9)~~ [(13)] FSLs--Federal Supplemental Loans for Students, formerly known as Supplemental Loans for Students and Auxiliary Loans for Students. The FSLs are made under provisions of the Federal Family Education Loan Program; but, for purposes of this subchapter, the acronym FSLs will designate those rules specific to FSLs.

~~(10)~~ [(14)] Fund--the Texas Opportunity Plan Fund as created by the

Constitution of the State of Texas, Article III, 50b; the Student Loan Revenue Bond Fund authorized in the Texas Education Code, Chapter 56, Subchapter H; and/or the Student Loan Auxiliary Fund, authorized in the Texas Education Code, Chapter 52, Subchapter F.

~~(11)~~ [(15)] HEAL [~~or HEALP~~]~~--Health Education Assistance Loan Program authorized by the Public Health Service Act, as amended, 42 U.S.C. §§292 - 292y.~~

~~(12)~~ [(16)] HELP~~--Health Education Loan Program.~~

~~(13)~~ [(7)] Hinson-Hazlewood College Student Loan Program, or Program~~--the commonly used name for the Board program which provides and administers FFELP, CAL, HEAL, and HELP student loans under the authority of Texas Education Code, §§52.31 - 52.40.~~

~~[(18) Hinson-Hazlewood College Student Loan Program Officer--a full-time administrative official of an institution who will act as the Board's on-campus agent.]~~

~~(14)~~ [(9)] Regional Education Service Center~~--a center established and operated by the Commissioner of Education under Texas Education Code, Chapter 8.~~

~~[(20) Resident of Texas--a resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.]~~

~~[(21) Revenue Bond Fund--the Student Loan Revenue Bond Fund, authorized in the Texas Education Code, Chapter 56, Subchapter H.]~~

22.45. Eligibility of Institutions.

(a) Eligible higher educational institution means a public or private nonprofit institution of higher education, including a junior college, accredited by a recognized accrediting agency as defined by Texas Education Code §61.003, or a regional education service center or other entity that offers an alternative educator certification program approved by the State Board for Educator Certification, Texas Education Code, Chapter 21, §21.049:

(1) is located in this state; and

(2) complies with the rules of the board promulgated in accordance with this subchapter.

~~[(b) Entities, including Regional Education Services Centers, approved by the State Board of Educator Certification under the provisions of §228.10 of the Texas Administrative Code (relating to Approval Process) to offer an alternative certification program shall be eligible to participate in the program without being approved by the U.S. Department of Education for the purpose of guaranteeing the Board against loss due to death, disability, or default of borrower.]~~

~~(b)~~~~(e)~~ Each eligible institution shall designate a full-time administrative official of the institution who will act as the Board's on-campus agent. This officer shall certify all institutional transactions and activities with respect to the fund, and shall be responsible for all records and reports reflecting the transactions with respect to the Fund. The ~~[Hinson-Hazlewood College Student Loan]~~ Program Officer may authorize other student financial aid officials at the institution to certify Hinson-Hazlewood College Student Loan Program applications.

~~(c)~~~~(d)~~ Each eligible institution shall promptly report student borrower changes in enrollment status to the Board directly or to the National Student Clearinghouse.

22.46. Eligibility of Students.

(a) Subject to the requirement in subsection (b) of this provision, the Commissioner may authorize, or cause to be authorized, Hinson-Hazlewood College Student Loans to students at any eligible institution which certifies that the student meets program qualifications, if the student:

(1) is a resident of Texas as defined in these regulations;

(2) has been accepted for regular, non-probationary enrollment at an eligible institution and is adjudged by the institution to have the ability to benefit from the instruction or training to be provided; or, in the case of a student already attending such institution, is in good standing and is making satisfactory progress toward his or her educational goals as determined by the institution;

(3) is enrolled in at least one half of the normal full-time course workload as determined by the institution;

(4) has provided the Board with a statement of the estimated cost of attendance at the institution for that student;

(5) has insufficient resources to finance his or her education;

(6) has provided information on two references who live at separate addresses and are expected to know the student's current address at all times throughout the life of the loan;

(7) has signed a promissory note acknowledging his or her obligations and responsibilities to the fund;

(8) for ~~CAL~~ ~~[CALP loans]~~, has received a favorable evaluation of his/her credit report or has obtained the signature of a qualified cosigner/accommodation party who has received a favorable evaluation of his/her credit report;

(9) for FSLP, has been issued or will be issued a student loan under any loan program administered by the Board.

(b) When certifying a non-guaranteed loan, the institution shall certify that the amount of the loan does not exceed the difference between the cost of attendance and the financial resources available to the applicant, including the applicant's scholarships, gifts, grants, and other financial aid. ~~[other forms of student assistance for which the student is eligible,]~~ The student's maximum eligibility for Federal Direct Loans, with the exception of Federal Plus loans, must be considered as other financial aid, whether or not the student actually receives such assistance.

~~[(c) If the institution to which the student has been accepted for enrollment was not an eligible institution, as defined in §21.54 of this title (relating to Eligibility of Institutions) on May 1, 1985, the student shall provide evidence that the student is unable to obtain a guaranteed student loan from a commercial lender.]~~

22.47 - 22.50 No Changes.

22.51. Loan Interest.

(a) FSL. The interest rate charged for loans shall be determined from time to time by the Commissioner, shall be simple interest, and shall accrue on the outstanding principal from the date of disbursement. FSLs made pursuant to this subchapter are eligible for interest subsidy and interest is charged to the borrower in accordance with the Higher Education Act of 1965, as amended, 20 U.S.C. §§1071 - 1087-4, and 34 Code of Federal Regulations Part 682.

(b) CAL ~~[CALP]~~. The interest rate charged for loans shall be set from time to time by the Commissioner, shall be simple interest, and shall begin to accrue on the outstanding principal from the date of disbursement. These loans are not eligible for interest subsidy.

(c) HEAL. The interest rate charged for loans shall be determined from time to time by the Commissioner, and interest shall accrue on the outstanding principal from the date of disbursement.

(d) HELP. The interest rate charged for loans shall be determined from time to time by the Commissioner, and interest shall accrue on the outstanding principal.

22.52. Disbursements to Students.

(a) No disbursement shall be made to any student until he or she has executed a promissory note payable to the program for the full amount of any loan plus interest and other authorized fees. In addition, for CAL loans, a cosigner's signature may be also required in accordance with the provisions of §22.46(a)(8) ~~[§21.55(a)(8)]~~ of this title (relating to Eligibility of Students).

(b) The original of such executed promissory note shall be forwarded to the Board immediately.

(c) For the purposes of any promissory note executed by a borrower, the defense that he or she was a minor at the time he or she executed a note shall not be available to him or her in any action arising on the note.

22.53. Repayment of Loans.

(a) Period of loan repayment.

(1) FSL. All loans shall be repaid in accordance with the statutes and regulations governing the Federal Family Education Loan Program.

(2) FSLs. All loans shall be repaid in accordance with the statutes and regulations governing the Federal Family Education Loan Program.

(3) CAL.

(A) The repayment period shall be calculated based upon the amount borrowed, but in no case shall exceed 20 years.

(B) The repayment period shall begin no earlier than six months after the date on which the student ceases to carry, at an eligible institution, at least one half the normal full-time course load as determined by the institution.

(4) HEAL. All loans shall be repaid in accordance with the statutes and regulations governing the Health Education Assistance Loan Program, authorized by the Public Health Service Act, as amended, 42 U.S.C. §§292 - 292y.

(5) HELP. All loans extended under this program by the Board shall be repaid in the manner and under the statutes, rules and guidelines governing ~~HEAL~~ [HEALP].

(b) Minimum repayment amount.

(1) FSL. The Board shall provide a repayment schedule in which all of the FSL notes extended by the Board to a borrower are treated as an account, and the repayment amount shall be calculated to repay the account over the maximum authorized period. In no case will the minimum annual repayment on the account be less than \$600.

(2) FSLs. The Board shall provide a repayment schedule in which all of the FSLs notes extended by the Board to a borrower are treated as an account, and the repayment amount shall be calculated to repay the account over the maximum authorized period. In no case will the minimum annual repayment on the account be less than \$600.

(3) CAL. The Board shall provide a repayment schedule in which all of the CAL notes extended by the Board to a borrower are treated as an account, and the repayment amount shall be calculated to repay the account over the maximum authorized period. In no case will the minimum annual repayment on the account be less than \$600.

(4) HEAL. The Board shall provide a repayment schedule in which all of the HEAL

notes extended by the Board to a borrower are treated as an account, and the repayment amount shall be calculated to repay the account over the maximum authorized period. The minimum annual repayment shall not be less than the amount provided by 42 USCS 292(d).

(5) HELP. The Board shall provide a repayment schedule in which all of the HEAL notes extended by the Board to a borrower are treated as an account, and the repayment amount shall be calculated to repay the account over the maximum authorized period. The minimum annual repayment shall not be less than the amount that would have been provided by 42 U.S.C.S. §292(d), if the loan had been extended by the HEAL program.

(c) Prepayment. Any loans made through the program may be prepaid without penalty.

(d) Deferments.

(1) The Commissioner shall grant deferments of loan repayment for FSL and FSLS loans as required by The Higher Education Act of 1965, as amended, 20 U.S.C. §§1071 - 1087-4.

(2) The Commissioner shall grant deferments of loan repayment for HEAL and HELP loans in the manner and under the circumstances provided for the HEAL loans in the Public Health Service Act, as amended, 42 U.S.C. §§292 - 292y.

(3) Interest on non-subsidized loans (FSLS, HEAL, and HELP) which accrues during authorized deferment periods shall be charged to the borrower. Interest on FSLS which accrues during authorized deferment periods shall be charged to the United States Department of Education, unless the borrower has lost eligibility for federal interest subsidy benefits as described in federal law.

(4) Authorized deferments for FSL and FSLS loans shall extend the maximum repayment period.

(5) Authorized deferments for HEAL and HELP loans shall not extend the maximum repayment period.

(6) Deferments are available to any borrower whose account is not in default and who makes an adequate showing of entitlement. A borrower whose account is in default is not eligible for a deferment.

(e) Forbearance. The Commissioner may grant periods of forbearance for unusual financial hardship on any account that is held by the Board if the borrower presents the Commissioner or his designee with ~~[a writing setting forth]~~ the reasons therefore, and the Commissioner or his designee determines that the borrower's account history justifies such action. Borrowers of federally insured loans may have rights to certain additional types of forbearances under the applicable program's statutes and rules.

(f) Late charges. A charge of five percent (5%) of the scheduled monthly payment or

five dollars (\$5.00), whichever is less, shall be assessed if the past due amount is not received within 20 days of the scheduled due date. These charges shall be collected for late payment of all sums due and payable under the Hinson-Hazlewood Loan Program.

(g) Collection charges. In the case of delinquent accounts, the Commissioner may authorize the assessment of charges necessary to collect the loan which may include court costs fees, attorney fees, skip-trace fees, and long-distance telephone charges.

(h) Application of payments. In accordance with the terms of the promissory note, the Commissioner shall determine the priority order in which payments shall be applied to interest, late charges, principal, collections costs and any other charges.

22.54. No Change.

22.55. Enforcement of Collection.

(a) Suit. When any CAL or HELP borrower or cosigner fails or refuses to make as many as five monthly payments due in accordance with an executed note, the full amount of remaining principal, accrued interest and other charges shall become due and payable immediately. When as many as six payments have been missed, the loan will be considered to be in default, and the Office of the Attorney General, at the request of the Commissioner, may file suit for the outstanding balance.

(b) When a borrower defaults on a FSL or FSLS account, the Board may file a default claim with the appropriate guarantor. When a borrower defaults on a HEAL account, the Board may file suit in order to perfect a default claim with the United States Secretary of Health and Human Services. Repayment amounts and prerogatives may be radically different after an account has been assigned to a guarantor.

~~[(c) Bar on Student Records and Re-registration. The Coordinating Board shall make available to each institution a report of Hinson-Hazlewood borrowers who attended the institution and are delinquent in the repayment of one or more loan accounts with the Board. The institution shall place a hold on the students' records and registration for classes. The Board's report shall also identify borrowers who have corrected the delinquent status of their accounts in order that an official certified copy of such records may be released, and/or the student may re-register in the institution. Exceptions to this section must be approved by the Commissioner in advance of release of an official certified copy of the records or re-registration.]~~

AGENDA ITEM VII-G (4)

Consideration of adopting the Committee's recommendation to the Board relating to amendment to Chapter 22, Subchapter E, Section 22.84 and the repeal of, Sections 22.86-22.91, 22.94, and 22.97-22.102 of Board rules, concerning the Hinson-Hazlewood College Student Loan Program: All Loans Made Before Fall Semester, 1971, Not Subject to the Federally Insured Student Loan Program

RECOMMENDATION: Approval

Background Information:

Amendment to Section 22.84 concerning "Administration" corrects the name of the agency, and Sections 22.86-22.91, 22.94, and 22.97-22.102 are repealed because loans are no longer being originated under this subchapter. Although most of the loans in this portfolio are in an "uncollectible" status, some loans are still in a repayment status; loans in a judgment status are also considered receivables.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

Date Published in the *Texas Register*: July 26, 2019.

The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

No comments were received regarding this rule.

Approved by the Office of General Counsel  Date: 10/3/19

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22 STUDENT FINANCIAL AID PROGRAMS

SUBCHAPTER E HINSON-HAZLEWOOD COLLEGE STUDENT LOAN PROGRAM: ALL LOANS MADE BEFORE FALL SEMESTER, 1971, NOT SUBJECT TO THE FEDERALLY INSURED STUDENT LOAN PROGRAM

Section

- 22.84. Administration
- 22.85. Delegation of Powers and Duties
- ~~[22.86. Definitions~~
- ~~22.87. Investment of Funds~~
- ~~22.88. Participating Institutions~~
- ~~22.89. Qualifications for Loans~~
- ~~22.90. Amount of Loan~~
- ~~22.91. Payments to Student]~~
- 22.92. Term of Loans
- 22.93. Loan Interest
- ~~[22.94. Insurance]~~
- 22.95. Repayment of Loans
- 22.96. Enforcement of Collection
- ~~[22.97. Institutional Refunds to Student Borrowers~~
- ~~22.98. Cancellation of Loans~~
- ~~22.99. Advisory Committees~~
- ~~22.100. Contracts~~
- ~~22.101. Gifts and Grants~~
- ~~22.102. Audit]~~

22.84. Administration.

The Texas Higher Education Coordinating Board, ~~[Texas College and University System]~~, or its successor or successors, hereafter referred to as the board, shall administer the student loan program authorized by the Hinson-Hazlewood College Student Loan Act pursuant to Texas Constitution, Article III, §50b. Such personnel and other expenses as may be required to properly administer this program are to be provided in the biennial appropriation acts.

22.85. No Change.

~~[22.86. Definitions.~~

~~The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.~~

~~(1) Accepted for enrollment—The student has completed all steps in the admissions procedure necessary for enrollment in a participating institution.~~

~~(2) Act—Chapter 101, 59th Legislature, 1965, designated as the Hinson-~~

~~Hazlewood College Student Loan Act, compiled as Texas Education Code, Chapter 52.~~

~~(3) — Board — The Coordinating Board, Texas College and University System.~~

~~(4) — Commissioner — The commissioner of higher education, the chief executive officer of the board.~~

~~(5) — Cosigner — A cosigner of a note executed under authority of the Hinson-Hazlewood College Student Loan Act shall be any person signing such a note, other than the student borrower, who is over 21 years of age and who is gainfully employed full-time. Such person may be a relative and may be self-employed or in the employ of another person. A cosigner is jointly and severally responsible for all interim notes signed by the maker and himself.~~

~~(6) — Delinquency rate — The delinquency rate of an institution of record is the total dollar amount of loans made to student borrowers who have failed to make six or more monthly payments divided by the total dollar amount of loans made to student borrowers in repayment at the institution of record expressed as a percent.~~

~~(7) First-time borrower — A student who has never received a loan from the Hinson-Hazlewood College Student Loan Program.~~

~~(8) — Fund — The Texas opportunity plan fund as created by Texas Constitution, Article III, §50b.~~

~~(9) — Graduate or professional student — Any student who has been accepted for enrollment as a graduate or professional student by the graduate dean or other authorized agent of the participating institution.~~

~~(10) — Institution of record — The last participating institution of which a student borrower was granted a loan as reflected by records of the board.~~

~~(11) — Insufficient resources to finance his college education — The reasonable expenses as a student at the participating institution during the period in which the applicant is applying for a loan are greater than the financial resources available to him during such period.~~

~~(12) — Loan commitment — The assurance given by the commissioner to the institution that a loan will be made when the borrower is otherwise eligible to receive a loan. A loan commitment may be given by the commissioner regardless of the then-current delinquency rate of the institution.~~

~~(13) — Recommended for a loan by two reputable persons in his home community — The student must be recommended for a loan by two persons from his home community who can testify to the student's financial responsibility. Such recommendations must contain favorable statements concerning the student's ability to apply himself to the tasks at hand, his ability to manage his financial affairs, and his moral character. In addition, persons making such recommendation must commit~~

~~themselves to bring moral suasion to bear on the student to repay the loan in full and such persons shall also commit themselves to furnish information concerning the current location of the student to officials of the board. One recommendation may be submitted by a relative provided that a complete explanation of the relationship to the student is included.~~

~~(14) — Resident of Texas — Any person who meets the requirements of the Texas Education Code, Chapter 54, and rules and regulations for determining residence status pursuant to the Texas Education Code, Chapter 54, adopted by the board.~~

~~22.87. — Investment of Funds. —~~

~~All monies standing to the credit of the reserve portion of the interest and sinking fund and any monies in the Texas opportunity plan fund in excess of the amount necessary for student loans may be invested by the commissioner, after seeking the advice and counsel of the investment committee of the board and after following such directives as may be given from time to time by the board, in direct obligations of the United States or its agencies or in other obligations unconditionally guaranteed by the United States, or bonds of the State of Texas, or of the several counties or municipalities or other political subdivisions of the State of Texas; provided, however, that money in the interest and sinking fund, except for that which is in the reserve portion of such fund, may be invested only in direct obligations of or unconditionally guaranteed by the United States which are scheduled to mature prior to the date money must be available for use for its intended purpose. All of such bonds and obligations owned in the interest and sinking fund or in the Texas opportunity plan fund are defined as "securities." Such securities owned in the interest and sinking fund or in the Texas opportunity plan fund may be sold at the prevailing market price.~~

~~22.88. — Participating Institutions.~~

~~(a) Criteria. A participating institution of higher education shall be any institution of higher education within the State of Texas which:~~

~~(1) — admits as regular students only those persons having a certificate of graduation from a school providing secondary education or the recognized equivalent of such a certificate;~~

~~(2) — is legally authorized within the state to provide a program of education beyond secondary education;~~

~~(3) — provides an educational program for which it awards a bachelor's degree or associate degree, or provides not less than two years of course work acceptable for credit toward such degrees;~~

~~(4) — is a public or other nonprofit institution; and~~

~~(5) — is accredited by a nationally recognized accrediting agency or association listed by the National Commission on Accrediting. An institution not so accredited must be one whose credits are fully and freely accepted on transfer by at least three~~

~~institutions which are so accredited. Each nonaccredited institution shall submit annually not later than July 1 three letters from accredited institutions attesting to the fact that said institutions will accept credits from the nonaccredited institution. Annual approval of nonaccredited institutions will be effective for the state fiscal year beginning September 1 and ending August 31. Each institution must enter into an agreement with the board, the terms of which shall be specified by the board.~~

~~(b) Students attending other institutions. Any student attending an institution other than a participating institution shall not be eligible for a loan from the Texas opportunity plan fund.~~

~~(c) Records and reporting. Each participating institution shall keep adequate records reflecting all transactions with respect to the fund. None of the responsibilities of the participating institution can be delegated. Participating institutions shall submit such reports and information as the commissioner may require in connection with the administration of the Act and shall comply with such provisions as he or the state auditor may find necessary to insure the correctness and verification of such reports. An annual report as prescribed shall be forwarded to the commissioner by each participating institution within 60 days of the close of each fiscal year. All records pertaining to each applicant shall be retained by the participating institution for a period of two years in the case of an applicant who was not awarded a loan and, in the case of an applicant who is awarded a loan, such records shall be retained until requisitioned by the commissioner.~~

~~(d) Compliance by participating institutions. If, at any time, after notice and opportunity for hearing, the commissioner determines that the requirements for an institution's participation in the Act are no longer met or that any monies in the fund or to be deposited therein have been disbursed by the participating institution for purposes for which the fund is legally unavailable and such diversions have not been restored, no further disbursements of monies to the participating institution shall be permitted to be made from the fund and no further disbursements of any monies held in trust by the participating institution for loans to students shall be permitted until there is no longer any failure of such compliance by the participating institution.~~

~~(e) Compliance by student. If, at any time, after notice and opportunity for hearing, it is determined that any monies in the fund or to be deposited therein have been disbursed to a student for purposes for which the fund is legally unavailable and such diversions have not been restored, no further disbursements of monies to such student shall be permitted to be made from the fund and no further disbursements of any monies held in trust by the participating institution for loans to such student shall be permitted until there is no longer any failure of such compliance by the student and such monies disbursed to the student for purposes for which the fund is legally unavailable become due and payable to the fund immediately.~~

~~(f) Designation of institutional representative. Each participating institution shall designate a fulltime administrative official of the institution as the Hinson Hazlewood College Student Loan Program officer who shall be the person to certify all institutional transactions and activities with respect to the fund and responsible for all records and reports reflecting the transactions with respect to the fund.~~

~~(g) Discrimination by participating institution prohibited. Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance." Therefore all transactions with respect to the fund shall be made in compliance with the Civil Rights Act of 1964, and further provided that students transferring from any other institution shall be considered for loans the same as students attending the participating institution.~~

~~(h) Student conviction of criminal activities. Participating institutions shall determine, after notice and opportunity for hearing, whether a student applicant for a loan has been convicted by any court of record of any crime which was committed after the date of adoption of this section under the provisions of either House Bill 141, 61st Legislature, 1969, and subsequent amendments thereto, or the Federal Higher Education Amendments of 1968 (Public Law 90-575), §504, and subsequent amendments thereto. The participating institution which such convicted student attends shall not recommend for a period of two years such student for a loan under the authority of this section, then any participating institution which such student subsequently attends shall not recommend such student for the remainder of the two year period for a loan under the Hinson Hazlewood College Student Loan Act.~~

~~(i) Termination of agreement. A participating institution which desires to terminate its participation in the fund must notify the board at least 60 days prior to such termination. All transactions with respect to the fund must be completed prior to the effective date of the termination and required forms for all transactions must be filed in the office of the board prior to termination. All records of each student borrower in the institution who is under the fund are to be forwarded to the board. Original interim notes must be forwarded to the board by registered mail and insured for the face amount of all such notes forwarded by mail. All students enrolled in the institution who have a loan from the fund shall be notified by the institution of their termination of the agreement between the institution and the board.~~

~~(j) Delinquency rates and institutional participation. A participating institution shall be notified by the commissioner when said institution's delinquency rate reaches 5.0% as defined in §21.83 of this title (relating to Definitions). At such time as the delinquency rate of the institution reaches 10%, said institution may be suspended from participation in the program by the commissioner. If within the succeeding 30 day period the institution can show that the delinquency rate has been lowered below 10%, as reflected in the records of the board, the commissioner may reinstitute participation without further action. After 30 days the institution may request a public hearing with the board to show cause why the suspension of participation should not be continued. The formal request for a public hearing shall be made to the commissioner by the chief administrative officer of the institution. Hearings shall be scheduled by the chairman of the board at such time as a quorum of the board can be assembled.~~

~~22.89. — Qualifications for Loans.~~

~~(a) Qualification criteria.~~

~~(1) — The commissioner may authorize, or cause to be authorized, loans from the fund to qualified students at any participating institution provided the applicant:~~

(A) ~~_____ is a resident of Texas;~~

(B) ~~_____ has been accepted for enrollment at a participating institution for at least one-half the normal academic course load of the institution;~~

(C) ~~_____ has established that he has insufficient resources to finance his college education;~~

(D) ~~_____ has been recommended by two reputable persons in his home community;~~

(E) ~~_____ has completed an application for a loan on the form prescribed by the commissioner;~~

(F) ~~_____ has been recommended for a loan by the Hinson-Hazlewood College Student Loan Program officer; and~~

(G) ~~_____ has complied with such other provisions of this subchapter as are required of such student.~~

(2) ~~In no event shall a higher standard of academic performance be required of an applicant than the minimum standard for enrollment in the participating institution, and such student must be meeting the minimum academic requirements of the institution at the beginning of the semester in which any loan is made. First-time-enrolled students must meet the minimum standard for enrollment at the time a loan is made. If a student who is otherwise eligible for a loan can be enrolled in the participating institution, he is eligible for a loan. No loan shall be made to an undergraduate student whose course load in the semester or term in which the loan is made is less than one-half the normal course load, as determined by the participating institution, for a full-time undergraduate student enrolled in the same program at the participating institution. No loan may be made to a graduate or professional student who is not making satisfactory progress toward the completion of his educational program as determined by the participating institution.~~

(b) ~~Authorization of loans. The commissioner may authorize, or cause to be authorized, loans from the fund to qualified students at any participating institution provided there is on file with the commissioner the following:~~

(1) ~~a certification by the participating institution that each applicant meets the qualifications for a loan as provided in this section and a recommendation by the Hinson-Hazlewood College Student Loan Program officer that a loan from the fund be made to each applicant named in the form prescribed by the commissioner;~~

(2) ~~a copy of the student's completed application for a loan;~~

(3) ~~a copy of each recommendation by reputable persons in the student's home community;~~

~~(4) — a copy of the computation of the financial resources available to the student as shown on the application or a computation of financial resources available submitted by College Scholarship Service or American College Testing Program.~~

~~22.90. — Amount of Loan.~~

~~(a) Change in reasonable expenses. The maximum amount of the loan to any qualified applicant for an academic year is \$1,500, but shall not exceed the amount that the student needs in order to meet reasonable expenses as a student. A change in either financial resources or reasonable expenses of the student which results in an increase in the financial need of the student may make the student eligible for additional loan funds. A change in either financial resources or reasonable expenses of the student which results in a decrease in the financial need of the student shall make the student responsible for the immediate repayment of any overcommitment of loan funds. Repayment may be restored to the fund by a cash payment or by the reduction of any pending loan disbursement to the student.~~

~~(b) Maximum amount of loan. The total outstanding principal balance to any individual student may not exceed \$7,500 at any time.~~

~~(c) Financial resources available to the applicant. Financial resources available to the applicant shall be determined by an analysis prepared by College Scholarship Service or American College Testing Program which the applicant submits, or by another similar method as described on the application.~~

~~(d) Reasonable expenses for a student. Reasonable expenses for a student at an eligible institution shall be determined by the commissioner after consultation with representatives of the eligible institution. Lists of reasonable expenses for typical students shall be submitted to the commissioner by the eligible institution prior to April 1 of each year for use in the following summer session and in the following academic year. The lists shall follow such format as may be prescribed by the commissioner. Each eligible institution may submit as many lists of reasonable expenses as is required to properly reflect the different typical expense categories of students attending the institution. When more than one list is submitted, each list should be labeled so as to identify the category of students to be served by that list. On individual loan applications, the amounts listed for typical students must be adjusted downward when necessary to reflect the circumstances of the applicant. If a listed amount must be increased to properly reflect the reasonable expenses of an individual applicant, then justification for the increased amount must accompany the individual application with such increased amount subject to approval or disapproval by the commissioner.~~

~~(e) Determination of amount of loan. The amount of the loan shall be no greater than the amount reasonable expenses as a student exceeds the financial resources available to the applicant and in no event greater than the maximum amount of loan as specified in subsection (b) of this section.~~

~~(f) Identification of student records. All records of each student who is a borrower under the Texas Opportunity Plan Fund shall be so identified in the office of the registrar at each participating institution. Each student borrower under said program shall obtain a release authorized by the Hinson-Hazlewood College Student Loan Program officer before any records~~

~~are made available to him by the registrar. Such release may be authorized by the Hinson-Hazlewood College Student Loan Program officer following an exit interview as prescribed in subsection (h) of this section.~~

~~(g) Preloan interview. Each applicant shall be interviewed by the Texas Opportunity Plan Loan officer or his designated representative prior to the approval of an initial loan under the Act. The Hinson-Hazlewood College Student Loan Program officer or his designated representative shall inform the applicant of his responsibilities as a borrower.~~

~~(h) Exit interview and student status report. Prior to the end of each enrollment period an exit interview shall be conducted by the Hinson-Hazlewood College Student Loan Program officer or his designated representative with each student borrower who is currently enrolled in the participating institution. A roster of student borrowers will be forwarded to each participating institution by the board prior to the end of each enrollment period. Information on each student borrower shall be obtained on the format prescribed by the board.~~

~~22.91. — Payments to Student.~~

~~No payment shall be made to any student until he and a cosigner as prescribed in §21.83 of this title (relating to Definitions) shall have executed an interim note payable to the Texas opportunity plan fund for the full amount of any authorized loan plus interest. A copy of such executed interim note shall be forwarded to the commissioner immediately and the original interim note shall be retained by the participating institution in a place safe from fire and theft. For the purposes of any contract executed by him; and the defense that he was a minor at the time he executed a note shall not be available to him in any action arising on said note. Payments by the participating institution to students executing such notes may be made monthly or for each semester depending upon the demonstrated capacity of the student to manage his financial affairs as determined by the participating institution. Disbursements are to be made by the participating institution pursuant to the contract between the board and the institution executed in conformity with the Act. No funds shall be distributed to a participating institution except to make payments to a student under a loan authorized by the Act. In cases of extreme hardship in which it is impossible or extremely difficult to obtain a cosigner, participating institutions shall create an institutional loan committee or utilize such an existing committee to determine whether such hardship justified the granting of the loan to the student without a cosigner. Such a committee shall be composed of at least three persons, one of whom shall be an executive officer of a local bank, savings and loan association, or credit union. The duty of the institutional loan committee is to conduct a personal interview with each student who cannot obtain a cosigner and to recommend to the institutional loan officer, after such interview, whether or not the student should be granted a loan under the program.]~~

22.92. – 22.93. No Change.

~~[22.94. — Insurance.~~

~~(a) Contracts. The board shall contract with any insurance company or companies licensed to do business in Texas for insurance on the life of all student borrowers in an amount sufficient to retire the principal and interest owed on all loans made on or before August 31, 1969, as provided in the Act. The cost of such insurance shall be paid by the student borrowers.~~

~~No contract for insurance as provided for in this section may be approved except by the board, and during a regular meeting attended by a quorum of the total board membership.~~

~~(b) Insurance costs. The cost of such life insurance as provided for in subsection (a) of this section in an amount sufficient to cover each student borrower's indebtedness to the fund made on or before August 31, 1969, shall be at the rate of \$.12 per \$1,000 per month, and shall remain in effect on all such loans until they are fully repaid. The rate shall remain effective until changed by the board.~~

~~(c) Repayment by United States commissioner of loans of deceased or disabled borrowers. If a student borrower who has received a loan under the Hinson Hazlewood College Student Loan Act on September 1, 1969, and thereafter with respect to which a portion of the interest is payable by the United States commissioner of education under the Higher Education Act of 1965, Title IV, Part B, §428(a), as amended, or would be payable but for the adjusted family income of the borrowers, dies or becomes permanently and totally disabled (as determined in accordance with regulations of the United States commissioner of education), then the United States commissioner of education shall discharge the borrower's liability on the loan by repaying the amount owed on the loan.]~~

22.95. - 22.96. No Change.

~~[22.97.——Institutional Refunds to Student Borrowers.~~

~~At such time as a student is no longer qualified to borrow from the fund and refunds are payable to such a student borrower by the participating institution, such refunds shall be subject to the established refund schedule of the participating institution as published in the institutional catalogue; provided, however, that any such refunds shall be made first to the fund, except in the case of loans previously canceled by insurance claims, and deposited to the credit of such student borrower. Such refunds shall not exceed the aggregate amount of all interim notes plus accrued unpaid interest and cost of insurance on the life of the student borrower.~~

~~22.98.——Cancellation of Loans.~~

~~The commissioner may cancel the repayment of a loan received by a person who earns a professional doctor of medicine degree or a doctorate of psychology and who is employed by the Texas Youth Council, the State Department of Public Welfare, the Texas Department of Corrections, or the Department of Mental Health and Mental Retardation. Such cancellation shall be in compliance with a contract to be entered between the commissioner and the eligible person as provided in the Texas Education Code, §52.40.~~

~~22.99.——Advisory Committees.~~

~~The board may appoint such advisory committees from outside its membership as it deems necessary to assist it in achieving the purposes of the Act.~~

~~22.100.——Contracts.~~

~~In achieving the goals outlined in the Act and the performance of functions assigned to it, the board is authorized to contract with any other state governmental agency as authorized by law, with any agency of the United States government and with corporations, associations, partnerships, and individuals.~~

~~22.101. — Gifts and Grants.~~

~~The board may accept gifts, grants, or donations of real or personal property from any individual, group, association, or corporation or the United States government subject to such limitations or conditions as may be provided by law and provided that gifts, grants, or donations of money shall be deposited in the state treasury in the Texas opportunity plan fund, separately accounted for, and expended in accordance with the specific purpose for which given under such conditions as may be imposed by the donor and as provided by law.~~

~~22.102. — Audit.~~

~~All transactions under the provisions of the Act shall be subject to audit by the state auditor.]~~

AGENDA ITEM VII-G (5)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter C, Sections 23.65, and 23.70-23.71 of Board rules, concerning the Physician Education Loan Repayment Program (House Bill 2261, 86th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Amendment to Section 23.65 concerning "Definitions" is amended by deleting the term "Commissioner" from the rule. The term is not used throughout the rule, therefore is deleted from this section.

Pursuant to House Bill 2261, as passed by the 86th Texas Legislature, Regular Session, the proposed amendments are made to subsections 23.70(a - d) by adding language that provide the criteria for determining the level of repayment assistance an eligible physician may receive based on the amount of the physician's indebtedness and when eligibility was first established.

Amendments to subsections 23.71(a - b) concerning "Limitations" add language that limits the periods of service for which a physician may receive repayment assistance to four. Language is also added that provides the amount of repayment assistance to a physician based on when eligibility was first established. Outdated language or language that is no longer applicable has been deleted from these sections.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

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The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

No comments were received regarding this rule.

Approved by the Office of General Counsel

Date: 10/3/19

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.

When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 23 EDUCATION LOAN REPAYMENT PROGRAMS
SUBCHAPTER C PHYSICIAN EDUCATION LOAN REPAYMENT PROGRAM

Sections

- 23.62. Authority and Purpose
- 23.63. Administration
- 23.64. Dissemination of Information
- 23.65. Definitions
- 23.66. Eligibility
- 23.67. Application Ranking Criteria
- 23.68. Applications Based on Services to Medicaid or Texas Women's Health Program Enrollees
- 23.69. Eligible Lender and Eligible Education Loan
- 23.70. Amount of Repayment Assistance
- 23.71. Limitations
- 23.72. Disbursement of Loan Repayment Assistance
- 23.73. Reporting and Data Collection

23.62 – 23.64 No Changes.

23.65. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

(1) Board--The Texas Higher Education Coordinating Board.

(2) CHIP--The Children's Health Insurance Program, authorized by the Texas Health and Safety Code, Chapter 62.

~~[(3) — Commissioner — The commissioner of higher education, the chief executive officer of the Board.]~~

(3)[(4)] Federally Qualified Health Center--Any entity in Texas defined under 42 USC §1396d (l)(2)(B).

(4)[(5)] DSHS--The Texas Department of State Health Services.

(5)[(6)] Full-time Service--An average of at least 32.5 hours of direct patient care per week during the service period at the practice site.

(6)[(7)] HPSAs--Health Professional Shortage Areas (HPSAs) are designated by the U. S. Department of Health and Human Services (HHS) as having shortages of primary medical care, dental or mental health providers and may be geographic (a county or service area), demographic (low income population) or institutional (comprehensive health center, federally qualified health center or other public facility).

Designations meet the requirements of Sec. 332 of the Public Health Service Act, 90 Stat. 2270-2272 (42 U.S.C. 254e). Texas HPSAs are recommended for designation by HHS based on analysis of data by DSHS.

(7)[(8)] Medicaid--The medical assistance program authorized by Chapter 32, Human Resources Code.

(8)[(9)] NPI--National Provider Identifier; the Health Insurance Portability and Accountability Act (HIPAA) Administrative Simplification Standard unique identification number for covered health care providers. Covered health care providers and all health plans and health care clearinghouses must use the NPIs in the administrative and financial transactions adopted under HIPAA.

(9)[(10)] Primary Care Specialty--Family medicine, family practice, general practice, obstetrics/gynecology, general internal medicine, general pediatrics, combined internal medicine and pediatrics (medicine-pediatrics), psychiatry, geriatrics, or hospitalists who practice in HPSAs.

(10)[(11)] Program--The Physician Education Loan Repayment Program.

(11)[(12)] Rural HPSA--A HPSA-designated whole county whose population is less than 50,000 or a HPSA-designated facility or population group located in a county whose population is less than 50,000.

(12)[(13)] Service Period--A period of 12 consecutive months qualifying a physician for loan repayment.

(13)[(14)] TMHP--Texas Medicaid and Healthcare Partnership; the entity that administers Texas Medicaid and other state health-care programs on behalf of the Texas Health and Human Services Commission.

(14)[(15)] TPI--Texas Provider Identifier; the number Managed Care Medicaid Providers must use when filing claims with the Texas Medicaid and Healthcare Partnership (TMHP), for payment of services rendered.

(15)[(16)] Texas Women's Health Program--The program authorized by Health and Safety Code, §31.002(a)(4)(C) and (H), §31.003, and §31.004, which provides primary health care services, including family planning services and health screenings, at no cost to eligible low-income women; administered by the Texas Health and Human Services Commission.

23.66 – 23.69 No Changes.

23.70. Amount of Repayment Assistance.

(a) A physician who first established eligibility for the program based on an application submitted before September 1, 2019 and whose total student loan indebtedness is at least \$160,000 may receive repayment assistance based on full-time service for the following

amounts:

- (1) for the first service period, \$25,000;
- (2) for the second service period, \$35,000;
- (3) for the third service period, \$45,000;
- (4) for the fourth service period, \$55,000.

(b) If a physician [physician's] first established eligibility for the program based on an application submitted before September 1, 2019, with total student loan indebtedness [is] less than \$160,000, the annual loan repayment amounts based on full-time service will be the amounts required to repay the indebtedness over a period of four years, with annual increases that are proportional to the annual increases for physicians whose student loan indebtedness is at least \$160,000.

(c) A physician who first established eligibility for the program based on an application submitted on or after September 1, 2019, and whose total student-loan indebtedness is at least \$180,000, may receive repayment assistance based on full-time service for the following amounts: ~~[may receive prorated loan repayment assistance based on the percentage of full-time service provided for each service period, if providing direct patient care for a minimum of 20 hours per week for each service period.]~~

- (1) for the first service period, \$30,000;
- (2) for the second service period, \$40,000;
- (3) for the third service period, \$50,000;
- (4) for the fourth service period, \$60,000.

(d) If a physician first established eligibility for the program based on an application submitted on or after September 1, 2019, with total student-loan indebtedness less than \$180,000, the annual loan repayment amounts based on full-time service will be the amounts required to repay the indebtedness over a period of four years, with annual increases that are proportional to the annual increases for physicians whose student loan indebtedness is at least \$180,000.

(e) A physician may receive prorated loan repayment assistance based on the percentage of full-time service provided for each service period, if providing direct patient care for a minimum of 20 hours per week for each service period.

§23.71. Limitations.

(a) Repayment ~~[The total amount of repayment]~~ assistance to a physician ~~may not exceed \$160,000 over a period of no more than~~ is limited to four periods of service.

(b) The total amounts of repayment assistance to a physician who first established eligibility for the program based on an application submitted before September 1, 2019, is limited to \$160,000. ~~[Except under circumstances determined by the Board and DSHS to constitute good cause, failure to meet the program requirements will result in non-payment for that service period and removal from the program. Additionally, providers who do not meet the requirements will be ineligible to apply for other loan repayment programs in Texas. Physicians practicing in HPSAs will be released from the agreement to provide four years of eligible service for any year for which loan repayment funds are not available.]~~

(c) The total amount of repayment assistance to a physician who first established eligibility for the program based on an application submitted on or after September 1, 2019, is limited to \$180,000. ~~[A physician may not receive loan repayment assistance under both Texas Education Code, §61.531 and any other loan repayment program, including Texas Government Code, §510.156 relating to funds appropriated for purposes of correctional managed health care, or repayment assistance provided by the physician's employer while the physician is participating in the program.]~~

(d) Applications from physicians who establish eligibility under §21.255(b)(1)(C) of this title (relating to Eligibility) will be considered only if funds are available after financial commitments for the fiscal year have been made to physicians practicing in HPSAs and secure correctional facilities.

(e) Except under circumstances determined by the Board and DSHS to constitute good cause, failure to meet the program requirements will result in non-payment for that service period and removal from the program. Additionally, providers who do not meet the requirements will be ineligible to apply for other loan repayment programs in Texas. Physicians practicing in HPSAs will be released from the agreement to provide four years of eligible service for any year for which loan repayment funds are not available.

(f) A physician may not receive loan repayment assistance under both Texas Education Code, §61.531 and any other loan repayment program, including Texas Government Code, §510.156 relating to funds appropriated for purposes of correctional managed health care, or repayment assistance provided by the physician's employer while the physician is participating in the program.

23.72 – 23.73 No Changes.

AGENDA ITEM VII-G (6)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter J, Sections 23.288, 23.290, and 23.294 of Board rules, concerning the Math and Science Scholars Loan Repayment Program (Senate Bill 1757, 86th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Senate Bill 1757, passed by the 86th Texas Legislature, Regular Session, amends Section 23.288 concerning "Eligibility for Enrollment in the Program" by changing the GPA requirement in subsection (a-4) from 3.5 to 3.0. Amendments made to subsection (b-2) amend language specific to the number of additional consecutive years a person may teach to receive loan repayment assistance under this subchapter limiting the requirement to no more than four.

The amendments to Section 23.290 concerning "Exceptions to Consecutive Years of Employment Requirement" replaces the incorrect reference to Section 21.2024 with the correct reference to Section 23.289.

The amendments to Section 23.294 concerning "Limitations" delete subsections (b – d), as these provisions are no longer applicable.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

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No comments were received regarding this rule.

Approved by the Office of General Counsel K. Connor Date: 10/3/19

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.

When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 23 EDUCATION LOAN REPAYMENT PROGRAMS
SUBCHAPTER J MATH AND SCIENCE SCHOLARS LOAN REPAYMENT PROGRAM

Section

- 23.286. Authority and Purpose
- 23.287. Definitions
- 23.288. Eligibility for Enrollment in the Program
- 23.289. Application Ranking Priorities
- 23.290. Exceptions to Consecutive Years of Employment Requirement
- 23.291. Eligibility for Disbursement of Award
- 23.292. Eligible Lender and Eligible Education Loan
- 23.293. Disbursement of Repayment Assistance and Award Amount
- 23.294. Limitations

23.286. – 23.287. No Change.

23.288. Eligibility for Enrollment in the Program.

(a) To be eligible for the Board to conditionally approve an application and encumber loan repayment funds, a teacher must:

(1) ensure that the Board has received the completed enrollment application and transcripts of the applicant's postsecondary coursework, and any other requested documents by the established deadline posted on the Program web page;

(2) be a U.S. citizen;

(3) have completed an undergraduate or graduate program in mathematics or science;

(4) have earned a cumulative GPA of at least 3.0~~[3.5]~~ on a four-point scale, or the equivalent, at the institution from which the teacher graduated;

(5) be certified under the Texas Education Code, Subchapter B, Chapter 21, or under a probationary teaching certificate, to teach mathematics or science in a Texas public school;

(6) have secured an employment contract as a full-time classroom teacher to teach mathematics or science in a Title I school at the time of application for enrollment in the Program;

(7) not receive any other state or federal loan repayment assistance, including a Teacher Education Assistance for College and Higher Education (TEACH) Grant or teacher loan forgiveness;

(8) not be in default on any education loan; and

(9) enter into an agreement with the Board that includes the provisions stated in subsection (b) of this section.

(b) The agreement with the Board must include the following provisions:

(1) the applicant will accept an offer of continued employment to teach mathematics or science, as applicable based on the teacher's certification, for an average of at least four hours each school day in a Title I school, for four consecutive years, beginning with the school year that has recently begun or the upcoming school year at the time of the application for enrollment in the Program;

(2) the applicant ~~may~~will complete ~~up to~~ four additional consecutive school years teaching mathematics or science, as applicable based on the teacher's certification, for an average of at least four hours each school day in any Texas public school, beginning with the school year immediately following the last of the four consecutive school years described by paragraph (1) of this subsection; and

(3) the applicant understands that loan repayment awards are contingent on available funding received, the Board may make a financial commitment only based on funds that have been appropriated for each two-year state budget period, and the teacher will be released from the teaching obligation for any year of employment for which funds are not available.

23.289. Application Ranking Priorities.

(a) Renewal applicants shall be given priority over first-time applicants unless a break in Employment Service Periods has occurred as a result of the circumstances described in §21.2025 of this title (relating to Exceptions to Consecutive Years of Employment Requirement).

(b) If there are not sufficient funds to encumber awards for all eligible applicants for enrollment in the Program, applications shall be ranked according to a cumulative ranking system developed by the Board based on:

(1) the number of mathematics and science courses completed by the applicants;

(2) the grade received by each applicant for each of those courses; and

(3) employment at schools having the highest percentages of students who are eligible for free or reduced cost lunches.

23.290. Exceptions to Consecutive Years of Employment Requirement.

Although funding limitations may require the Board to exercise the ranking priorities established in §23.289~~§21.2024~~ of this title (relating to Application Ranking Priorities) a

teacher who has enrolled in the Program shall not lose Program eligibility due to failure to meet the consecutive years of qualifying employment requirement if the break in employment service is a result of the person's:

(1) full-time enrollment in a course of study related to the field of teaching that is approved by the State Board for Educator Certification and provided by a Texas institution of higher education, as defined in Texas Education Code §61.003;

(2) service on active duty as a member of the armed forces of the United States, including as a member of a reserve or National Guard unit called for active duty;

(3) temporary total disability for a period of not more than 36 months as established by the affidavit of a qualified physician;

(4) inability to secure employment as required in a Title I school for a period not to exceed 12 months, because of care required by a disabled spouse or child; or

(5) inability, despite reasonable efforts, to secure, for a single period not to exceed 12 months, employment in a Title I school.

23.291 – 23.293 No Change.

23.294. Limitations.

(a) No more than 4,000 eligible teachers shall receive loan repayment assistance in any school year.

~~[(b) In the 2016-2017 school year, no more than 1,000 teachers shall receive loan repayment assistance.]~~

~~[(c) In the 2017-2018 school year, no more than 2,000 teachers shall receive loan repayment assistance.]~~

~~[(d) In the 2018-2019 school year, no more than 3,000 teachers shall receive loan repayment assistance.]~~

~~(b)~~[(e)] Failure to meet Program requirements will result in non-payment for the applicable year of employment and removal from the Program.

AGENDA ITEM VII-G (7)

Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 1, Subchapter CC, Sections 1.9521-1.9527 of Board rules, concerning the Financial Literacy Advisory Committee

RECOMMENDATION: Approval

Background Information:

The Financial Literacy Advisory Committee (FLAC) was created to provide the Board with advice and recommendations regarding ways to better advise students and parents on financial aid options and the impact of those options on students' finances before, during, and after their college careers.

The FLAC held its final meeting on November 7, 2017. Since the committee no longer exists, it is appropriate to delete these rules.

(b – d), as these provisions are no longer applicable.

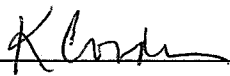
Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

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No comments were received regarding this rule.

Approved by the Office of General Counsel  Date: 10/3/19

CHAPTER 1 AGENCY ADMINISTRATION
SUBCHAPTER CC FINANCIAL LITERACY ADVISORY COMMITTEE

Section

- ~~1.9521. Authority and Specific Purposes of the Financial Literacy Advisory Committee~~
- ~~1.9522. Definitions~~
- ~~1.9523. Committee Membership and Officers~~
- ~~1.9524. Duration~~
- ~~1.9525. Meetings~~
- ~~1.9526. Tasks Assigned the Committee~~
- ~~1.9527. Report to the Board; Evaluation of Committee Costs and Effectiveness~~

~~1.9521. Authority and Specific Purposes of the Financial Literacy Advisory Committee:~~

~~(a) Authority. Statutory authority for this subchapter is provided in the Texas Government Code, Chapter 2110, §2110.0012.~~

~~(b) Purposes. The Financial Literacy Advisory Committee is created to provide the Board with advice and recommendations regarding ways to better advise students and parents on financial aid options and the impact of those options on students' finances before, during, and after their college careers.~~

~~1.9522. Definitions.~~

~~The following words and terms, when used in this subchapter, shall have the following meanings:~~

~~—(1) Board The Texas Higher Education Coordinating Board.~~

~~—(2) Interested persons Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.~~

~~1.9523. Committee Membership and Officers.~~

~~(a) Membership on the committee shall include leaders from:~~

~~—(1) Student financial aid~~

~~—(2) Higher education~~

~~—(3) K-12 education~~

~~—(4) Community-based organizations~~

~~—(5) Business~~

~~(b) Interested persons, such as institutional representatives, and legislative and governmental relations staff shall be regularly advised of committee meetings.~~

~~(c) The number of committee members shall not exceed 24.~~

~~(d) — Members of the committee shall select the presiding officer, who will be responsible for conducting meetings. A co-chair shall also be elected by the committee to serve in the presiding officer's stead as needed.~~

~~(e) — Members shall serve staggered 2-year terms and may serve multiple terms.~~

~~1.9524. — Duration.~~

~~The committee shall be abolished no later than January 1, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.~~

~~1.9525. — Meetings.~~

~~The committee shall meet on a monthly basis, as required by workload and tasks. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.~~

~~1.9526. — Tasks Assigned the Committee.~~

~~Tasks assigned the committee include:~~

~~—(1) — making recommendations for statewide strategies to better advise students and parents on financial aid options, choice of major and future career. As well as the impact of those options on students' finances before, during, and after their college careers; and~~

~~—(2) — soliciting input from stakeholders across the state.~~

~~1.9527. — Report to the Board; Evaluation of Committee Costs and Effectiveness.~~

~~The committee shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.~~

AGENDA ITEM VII-G (8)

Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter K, Sections 22.196 -22.203 of Board rules, concerning Provisions for Scholarships for Students Graduating in the Top 10 Percent of Their High School Class

RECOMMENDATION: Approval

Background Information:

The 86th Texas Legislature, Regular Session eliminated appropriations for this program beginning in Fiscal Year 2020, and there were no eligible recipients in Fiscal Year 2019. Therefore, it is appropriate to delete the rules.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

Date Published in the *Texas Register*: July 26, 2019.

The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

No comments were received regarding this rule.

Approved by the Office of General Counsel K Conn Date: 10/3/19

~~CHAPTER 22. STUDENT FINANCIAL AID PROGRAMS~~

~~SUBCHAPTER K. PROVISIONS FOR SCHOLARSHIPS FOR STUDENTS GRADUATING IN THE TOP 10 PERCENT OF THEIR HIGH SCHOOL CLASS~~

Section

- ~~22.196. Authority and Purpose~~
- ~~22.197. Definitions~~
- ~~22.198. Institutions~~
- ~~22.199. Eligible Students~~
- ~~22.200. Awards~~
- ~~22.201. Satisfactory Academic Progress~~
- ~~22.202. Processing and Awarding Cycle~~
- ~~22.203. Priorities in Funding~~

~~22.196. Authority and Purpose.~~

~~(a) Authority. Authority for this subchapter is provided in House Bill 1, General Appropriations Act of the 80th Texas Legislature, §55, (III-58).~~

~~(b) Purpose. The purpose of this program is to encourage outstanding high school graduates who graduate within the top 10 percent of their high school graduating classes to attend a public college or university in Texas.~~

~~22.197. Definitions.~~

~~The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:~~

- ~~(1) Accredited High School—A high school that is accredited by the Texas Education Agency or recognized by the Texas Private School Accreditation Commission.~~
- ~~(2) Board—The Texas Higher Education Coordinating Board.~~
- ~~(3) Board staff—The staff of the Texas Higher Education Coordinating Board.~~
- ~~(4) Cost of attendance—A Board staff approved estimate of the expenses incurred by a typical student in attending a particular college. It includes direct educational costs (tuition, fees, books, and supplies) as well as indirect costs (room and board, transportation, and personal expenses).~~
- ~~(5) Expected Family Contribution (EFC)—The amount of discretionary income that should be available to a student from his or her resources and that of his or her family, as determined following the federal methodology.~~
- ~~(6) Financial need—For this program, financial need is determined to exist if the cost of attendance less the expected family contribution less the Pell Grant eligibility amount is greater than zero. The cost of attendance and family contribution are to be determined in accordance with Board guidelines.~~
- ~~(7) Full-time enrollment—Enrollment of at least 12 semester credit hours.~~

~~—(8)— Institution of Higher Education—Any public technical institute, public junior college, public senior college or university, medical or dental unit or other agency of higher education as defined in Texas Education Code, §61.003(8).~~

~~—(9)— Pell Grant—Educational federal grant program sponsored by the U.S. Department of Education. Grants are awarded based on a "financial need" formula determined by the U.S. Congress using criteria submitted through the Free Application for Federal Student Aid (FAFSA).~~

~~—(10)— Program Officer—The individual named by each participating institution's chief executive officer to serve as agent for the Board. The Program Officer has primary responsibility for all ministerial acts required by the program, including maintenance of all records and preparation and submission of reports reflecting program transactions. Unless otherwise indicated by the administration, the director of student financial aid shall serve as Program Officer.~~

~~—(11)— Recommended or Distinguished Achievement High School Program—The high school college preparatory curriculum required under Texas Education Code §28.025(a).~~

~~—(12)— Resident of Texas—A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students eligible to pay resident tuition rates are not residents of Texas.~~

~~—(13)— Scholarship—An award of gift aid that does not have to be repaid by the student or earned through service or performance.~~

~~—(14)— Shortage fields—Workforce fields where there are a shortage of qualified workers as determined by the Commissioner of Higher Education.~~

22.198. — Institutions.

(a) — Eligibility.

~~—(1)— Each institution of higher education as defined in §22.197 of this title (relating to Definitions) is eligible to participate in the program.~~

~~—(2)— No institution may, on the grounds of race, color, national origin, gender, religion, age, or disability exclude an individual from participation in, or deny the benefits of, the program described in this subchapter.~~

~~—(3)— Each eligible institution must follow the Civil Rights Act of 1964, Title VI (Public Law 88-353) in avoiding discrimination in admissions.~~

(b) — Approval.

~~—(1)— Agreement. Each eligible institution must enter into an agreement with the Board, the terms of which shall be prescribed by the Commissioner.~~

~~—(2)— Approval Deadline. An institution must be approved by April 1 in order for qualified students enrolled in that institution to be eligible to receive grants in the following fiscal year.~~

(c) — Responsibilities.

~~—(1)— Probation Notice. If the institution is placed on probation by its accrediting agency, it must immediately advise the Board and grant recipients of this condition and maintain evidence in each student's file to demonstrate that the student was so informed.~~

~~—(2)— Disbursements to Students.~~

~~—(A)— Documentation. The institution must maintain records to prove the receipt of program funds by the student or the crediting of such funds to the student's school account.~~

~~—(B)— Procedures in Case of Illegal Disbursements. If the Commissioner has reason for concern that an institution has disbursed funds for unauthorized purposes, Board staff will notify the Program Officer and financial aid officer and request a refund of the improper disbursement or proof that the awards were, indeed, made in keeping with program requirements. If this process does not lead to a resolution to the satisfaction of both parties, the Board will offer an opportunity for a hearing pursuant to the procedures outlined in Chapter 1 of this title (relating to Agency Administration). Thereafter, if the Board determines that funds have been improperly disbursed, the institution shall become primarily responsible for restoring the funds to the Board. No further disbursements of grants or scholarships shall be permitted to students at that institution until the funds have been repaid.~~

~~—(3)— Reporting and Refunds. All institutions must meet Board reporting requirements in a timely fashion. Such reporting requirements include reports of eligible students (new and continuing) as well as program year-end reports and the Financial Aid Database Report.~~

~~—(4)— Program Reviews. If selected for such by the Board, participating institutions must submit to program reviews of activities related to the program.~~

22.199. ~~Eligible Students.~~

~~To qualify for an initial award through this subchapter, a student must:~~

~~—(1)— have graduated from an accredited public or private high school in Texas while ranked in the top 10 percent of his or her graduating class (based on the student's ranking at the end of his or her seventh semester unless an institution of higher education uses a different semester in determining eligibility for admissions);~~

~~—(2)— have completed the Recommended or Distinguished Achievement High School Program or its equivalent in an accredited high school;~~

~~—(3)— complete the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA);~~

~~—(4)— have unmet financial need as defined in §22.197(6) of this title (relating to Definitions);~~

~~—(5)— be enrolled full time in an institution of higher education in Texas as of the census date of the fall semester immediately following high school graduation;~~

- ~~—(6)— be classified as a resident of Texas; and~~
- ~~—(7)— be registered with Selective Service or be exempt.~~

~~22.200. — Awards.~~

~~(a) — Funding. The statewide aggregate of funds awarded may not exceed the amount appropriated for that purpose.~~

~~(b) — Award Amount. Award amounts through this program may not exceed \$2,000 unless the student is classified as a junior or senior at a public institution in Texas with a declared major in a shortage field and meets the satisfactory academic progress requirements outlined in §22.201 of this title (relating to Satisfactory Academic Progress), in which case the student may be eligible for a bonus of \$2,000 to the extent funds are available. The total award amount for students with declared majors in shortage fields may not exceed \$4,000.~~

~~(c) — Priority Levels. Each year, the Board will establish a deadline by which students should either have their FAFSA submitted with the generated Central Processing System (CPS) results in a non-rejected status or their TASFA submitted to the financial aid office. Students who meet this deadline are considered "Priority 1" recipients. Those who do not meet this deadline are considered "Priority 2" recipients. The Board will first process vouchers to pay all eligible "Priority 1" recipients. A determination will then be made whether additional funding is available to issue funds to "Priority 2" recipients.~~

~~(d) — Award Semester or Term. All awards through this program are for the fall semester or term only.~~

~~(e) — Limit to Number of Awards. Under no circumstances shall a student receive more than four awards.~~

~~22.201. — Satisfactory Academic Progress.~~

~~(a) — To the extent funds are available, students may receive continuation awards if they meet the satisfactory academic progress requirements outlined in this section.~~

~~(b) — To qualify for an award in a subsequent year, each recipient of the Top 10 Percent Scholarship shall meet the following academic progress requirements as of the end of his or her most recent academic year. Exceptions to these requirements can only be made in keeping with the provisions of subsection (c) of this section:~~

~~—(1)— complete at least 75 percent of the hours attempted in his or her most recent twelve-month academic year, as determined by institutional policies;~~

~~—(2)— complete at least 30 semester credit hours in his or her most recent twelve-month academic year; and~~

~~—(3)— maintain an overall grade point average of at least 3.25 on a four point scale or its equivalent for all coursework completed at his or her current institution of higher education (or maintain a 3.00 on a four point scale at the end of the sophomore and junior years if holding a declared major in a shortage area at the end of those years). A recipient who does not meet the academic progress requirements of his or her institution may not receive an award until the institution has determined that the~~

~~student has raised his or her academic performance and program requirements have been met.~~

~~(c) — A grant recipient who is below program grade point average requirements as of the end of a spring or summer term may appeal his or her grade point average calculation if he or she has taken courses previously at one or more different institutions. In the case of such an appeal, the current institution (if presented with transcripts from the previous institutions) shall calculate an overall grade point average, counting all classes and grade points previously earned. If the resulting grade point average exceeds the program's academic progress requirement, a student may receive an award in the following fall term.~~

~~(d) — A student's eligibility for a Top 10 Percent Scholarship ends four years from the start of the semester or term in which the student received his or her initial award unless he or she has been granted a hardship extension by the institution in accordance with subsection (e) of this section, or has completed a bachelor's degree, whichever occurs first.~~

~~(e) — In the event of a hardship or for other good cause, the Program Officer at an eligible institution may allow an otherwise eligible person to receive a Top 10 Percent Scholarship award while the student's grade point average, completion rate, and/or number of completed hours fall below the satisfactory academic progress requirements of subsection (b) of this section. Such conditions may include, but are not limited to:~~

~~—(1) — a showing of a severe illness or other debilitating condition that may affect the student's academic performance;~~

~~—(2) — an indication that the student is responsible for the care of a sick, injured, or needy person and that the student's provision of care may affect his or her academic performance; or~~

~~—(3) — the requirement of fewer than twelve hours to complete one's degree plan.~~

~~(f) — The Program Officer may grant an extension of the four year limit found in subsection (d) of this section in the event of hardship, but no student may receive more than four awards. Documentation justifying the extension must be kept as a part of the student's record. The institution must identify each student granted an extension and the length of the extension so that Board staff can appropriately monitor each student's period of eligibility.~~

~~(g) — Each institution shall adopt a hardship policy under this section and have the policy available in writing in the financial aid office for public review upon request.~~

~~22.202. — Processing and Awarding Cycle.~~

~~(a) — Board staff is responsible for publishing and disseminating general information and program rules for the program described in this subchapter.~~

~~(b) — Institutions of higher education will be responsible for collecting information necessary to identify eligible students. All eligible students must be notified of their awards on their financial aid award letter/notification.~~

~~(c) — Form of Award: Institutional Reimbursement. Institutions shall exempt recipients from the payment of tuition and fees (up to the amount of the scholarship) and then request reimbursement from Board staff.~~

~~(d)——Requesting Reimbursements. To request reimbursement for student awards, institutions must submit separate files of all eligible initial and renewal award recipients to the Board. Information included in these files is used by the Board staff to determine priority funding categories of eligible students. Information concerning the creation and submission of these files will be provided to institutions by Board staff.~~

~~(e)——Disbursements by Board staff. Board staff will process institutional reimbursement request files at least once a month and will subsequently have appropriate amounts transferred to institutions or the institutions' fiduciary agents by the State Comptroller's office.~~

~~22.203.——Priorities in Funding.~~

~~If appropriations for the Top Ten Percent Scholarship Program are insufficient to allow awards to all eligible students, continuation awards will be given priority.~~

AGENDA ITEM VII-G (9)

Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 23, Subchapter E, Sections 23.124-23.130 of Board rules, concerning the Dental Education Loan Repayment Program

RECOMMENDATION: Approval

Background Information:

No funds have been appropriated for this program since the 2016-2017 biennium. Since this is no longer an active program, it is appropriate to delete the rules.

The following comment was received after the public comment period:

COMMENT: The Texas Dental Association (TDA) commented in opposition to repealing the rules, citing their active efforts to pursue funding for this program.

STAFF RESPONSE: The repeal of Texas Administrative Code (TAC) Chapter 23, Subchapter E, does not repeal the Dental Education Loan Repayment Program in state statutes. It continues to exist in Texas Education Code Chapter 61, Subchapter V. TAC Chapter 23, Subchapter E is being repealed to provide greater clarity by removing administrative code for a program that is not currently administered. Should the Dental Education Loan Repayment Program be funded in a future legislative session, appropriate administrative code will be reissued. No changes were made to the repeal based on this comment.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

Date Published in the *Texas Register*: July 26, 2019.

The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

No comments were received regarding this rule.

Approved by the Office of General Counsel  Date: 10/3/19

~~CHAPTER 23 EDUCATION LOAN REPAYMENT PROGRAMS~~

~~SUBCHAPTER E DENTAL EDUCATION LOAN REPAYMENT PROGRAM~~

Section

- ~~23.124. Authority and Purpose~~
- ~~23.125. Definitions~~
- ~~23.126. Priorities of Application Acceptance~~
- ~~23.127. Eligible Lender and Eligible Education Loan~~
- ~~23.128. Eligible Dentist~~
- ~~23.129. Amount of Repayment Assistance~~
- ~~23.130. Dissemination of Information~~

~~23.124. Authority and Purpose:~~

~~(a) Authority. Authority for this subchapter is provided in the Texas Education Code, Chapter 61, Subchapter V, Repayment of Certain Dental Education Loans. These rules establish procedures to administer the subchapter as prescribed in the Texas Education Code, §§61.901–61.910.~~

~~(b) The purpose of the Dental Education Loan Repayment Program is to recruit and retain qualified dentists to provide dental services in areas of the state that are underserved with respect to dental care.~~

~~23.125. Definitions:~~

~~The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:~~

- ~~–(1) Underserved Area with Respect to Dental Care–Dental Health Professional Shortage Areas of Texas (Dental HPSAs) designated by the federal Health Resources and Services Administration.~~
- ~~–(2) Federally Qualified Health Centers (FQHCs)–Organizations receiving grants under §330 of the Public Health Service Act (PHS), qualifying for enhanced reimbursement from Medicare, Medicaid, and Children's Health Insurance Program and other benefits. FQHCs must serve an underserved area or population, offer a sliding fee scale, provide comprehensive services, have an ongoing quality assurance program, and have a governing board of directors.~~
- ~~–(3) Nonprofit Practice–A clinical practice that is tax exempt under §501(c)(3) of the Internal Revenue Code.~~
- ~~–(4) State Hospital–A hospital authorized by Title 7, Subtitle B, Chapter 552 of the Texas Health and Safety Code, primarily to provide inpatient care and treatment of persons with mental illness.~~
- ~~–(5) State-supported Living Center–A state-supported and structured facility operated by the Department of Aging and Disability Services to provide to clients with~~

~~intellectual disabilities a variety of services, including medical treatment, specialized therapy, and training in the acquisition of personal, social, and vocational skills, pursuant to Title 7, Subtitle A, Chapter 531 or the Texas Health and Safety Code.~~

~~—(6)—Service Period—A twelve-month period of service that qualifies an eligible dentist for an annual education loan repayment, beginning on the date the application is received by the board or the date eligible service began, whichever is later.~~

~~—(7)—Program—The Dental Education Loan Repayment Program.~~

~~—(8)—CHIP—The Children's Health Insurance Program, authorized by the Texas Health and Safety Code, Chapter 62.~~

~~—(9)—Medicaid—The medical assistance program authorized by Chapter 32, Human Resources Code.~~

~~—(10)—Full-time Service—An average of at least 32.5 hours of direct patient care hours per week during the service period at the Dental HPSA site.~~

~~—(11)—Commissioner—The Commissioner of Higher Education in Texas.~~

~~—(12)—Board—The Texas Higher Education Coordinating Board.~~

~~23.126.——Priorities of Application Acceptance.~~

~~(a)——Each fiscal year, applications received by the deadline posted on the program web page will be ranked according to Dental HPSA scores for the applicants' practice locations, with the highest scores representing the highest degrees of dental shortages. Dental HPSAs having the same Dental HPSA score will be ranked according to the following criteria, in order of priority:~~

~~—(1)—Federally Qualified Health Center (FQHC);~~

~~—(2)—Nonprofit practice;~~

~~—(3)—State hospital or state-supported living center;~~

~~(b)——The amount of available funding will determine how many applicants will be selected for conditional application approval.~~

~~23.127.——Eligible Lender and Eligible Education Loan.~~

~~(a)——The Board shall retain the right to determine the eligibility of lenders and holders of education loans to which payments may be made. An eligible lender or holder shall, in general, make or hold education loans made to individuals for purposes of undergraduate, graduate, or professional education and shall not be any private individual. An eligible lender or holder may be, but is not limited to, a bank, savings and loan association, credit union, institution or higher education, secondary market, governmental agency, or private foundation.~~

~~(b) — To be eligible for repayment, an education loan must:~~

- ~~— (1) — be evidenced by a promissory note for loans to pay for the cost of attendance for undergraduate, graduate, or professional education;~~
- ~~— (2) — not have an existing obligation to provide service for loan forgiveness through another program;~~
- ~~— (3) — not be subject to repayment through another student loan repayment program, loan forgiveness program, or as an employment benefit or condition at the time of application and disbursement;~~
- ~~— (4) — if consolidated with other student loans, be supported by documentation provided by the dentist showing the portion of the consolidated debt that was originated to pay for the cost of attendance for the dentist's undergraduate, graduate, or professional education.~~

~~23.128. — Eligible Dentist.~~

~~(a) — To be eligible for conditional approval, contingent upon completion of the service period, an applicant must:~~

- ~~— (1) — be licensed by the Texas State Board of Dental Examiners and have no disciplinary action against him/her;~~
- ~~— (2) — agree to provide at least twelve consecutive months of comprehensive, general or pediatric dental services in an area that is underserved with respect to dental care; and~~
- ~~— (3) — submit a completed application to the Board by the published deadline.~~

~~(b) — To be eligible for disbursement of a loan repayment award, a dentist whose application was conditionally approved must:~~

- ~~— (1) — have provided at least twelve consecutive months of comprehensive general or pediatric dental services, for an average of at least 32.5 hours of direct patient care per week, in an area that is underserved with respect to dental care;~~
- ~~— (2) — during the service period, have provided direct patient care to individuals enrolled in Medicaid or CHIP or both; and~~
- ~~— (3) — ensure that the Board has received all required end-of-service period verification forms by the established deadline.~~

~~23.129. — Amount of Repayment Assistance.~~

~~(a) — The maximum annual award amount to be disbursed to lenders shall be \$10,000 unless the commissioner or his or her delegate determines that the amount of available funding is sufficient to increase the award amount.~~

~~(b) — A dentist may receive prorated loan repayment assistance based on the percentage of full-time service provided for each service period, if providing comprehensive direct patient care for a minimum of 20 hours per week for the service period.~~

~~23.130. ——— Dissemination of Information.~~

~~The Board shall distribute rules and pertinent information about the Dental Education Loan Repayment Program to each dental school in the state and appropriate state agencies, professional associations, and other entities.~~

AGENDA ITEM VII-G (10)

Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 23, Subchapter F, Sections 23.155-23.161 of Board rules, concerning the Border County Doctoral Faculty Education Loan Repayment Program

RECOMMENDATION: Approval

Background Information:

There have been no funds appropriated for this program since the 2016-2017 biennium. Since this is no longer an active program, it is appropriate to delete the rules.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

Date Published in the *Texas Register*: July 26, 2019.

The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

No comments were received regarding this rule.

Approved by the Office of General Counsel K. C. Smith Date: 10/3/19

~~CHAPTER 23 EDUCATION LOAN REPAYMENT PROGRAMS~~
~~SUBCHAPTER F BORDER COUNTY DOCTORAL FACULTY EDUCATION LOAN REPAYMENT PROGRAM~~

Sections

- ~~23.155. Authority and Purpose~~
- ~~23.156. Definitions~~
- ~~23.157. Application Process~~
- ~~23.158. Priority Applications and Ranking Criteria~~
- ~~23.159. Eligible Lender and Eligible Education Loan~~
- ~~23.160. Eligible Faculty~~
- ~~23.161. Repayment of Education Loans~~

~~23.155. Authority and Purpose~~

~~(a) Authority. Authority for this subchapter is provided in the Texas Education Code, §§61.701–61.708.~~

~~(b) Purpose. The purpose of these rules is to implement the Border County Doctoral Faculty Education Loan Repayment Program in order to recruit and retain persons holding a doctoral degree to become and/or remain full time faculty with instructional duties in eligible institutions of higher education located in Texas counties that border Mexico.~~

~~23.156. Definitions.~~

~~The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:~~

~~(1) Eligible Institution of Higher Education—A public institution as defined in the Texas Education Code, §61.003, except for medical and dental units, located in a Texas county that borders Mexico and, if it is not the main campus of the institution, whose main campus is located in a Texas county that borders Mexico.~~

~~(2) Recognized Accrediting Agency—The Southern Association of Colleges and Schools and any other association or organization so designated by the board.~~

~~(3) Student Loan in Default—Student loan debt that has been reduced to a judgment.~~

~~(4) Service Period—A period of service equal to a minimum of nine months of a 12-month academic year that qualifies an eligible doctoral faculty member for an annual education loan repayment.~~

~~(5) Program—The Border County Doctoral Faculty Education Loan Repayment Program.~~

~~(6) Board—The Texas Higher Education Coordinating Board.~~~~23.157. —Application Process.~~

~~(a) The Board shall distribute rules and application information regarding the Border County Doctoral Faculty Education Loan Repayment Program to the presidents and/or their designees and to the personnel office at each eligible institution of higher education, appropriate professional associations, and other entities.~~

~~(b) Institutional presidents and/or their designees shall establish objective criteria for ranking applications, invite eligible faculty to submit applications to them or their designees, and rank the applications in priority order according to instructions from the Board.~~

~~(c) By the deadline established by the Board, institutional presidents and/or their designees shall submit faculty applications to the Board, ranked in priority order, and accompanied by a written description of the ranking criteria.~~

~~23.158. —Priority Applications and Ranking Criteria.~~

~~(a) Acceptance of applicants will depend upon the availability of appropriated funds. Renewal applicants will be given priority over first-time applicants.~~

~~(b) The ranking criteria established for eligible faculty who are first-time applicants may include, but are not limited to the following: length of service to the institution, ratio of income to student loan debt, total amount of student loan debt, institutional need in terms of academic disciplines, and documented excellence in job performance.~~

~~23.159. —Eligible Lender and Eligible Education Loan.~~

~~(a) The Board shall retain the right to determine the eligibility of lenders and holders of education loans to which payments may be made. An eligible lender or holder shall, in general, make or hold education loans made to individuals for purposes of undergraduate and graduate education and shall not be any private individual. An eligible lender or holder may be, but is not limited to, a bank, savings and loan association, credit union, institution of higher education, secondary market, governmental agency, or private foundation.~~

~~(b) To be eligible for repayment, an education loan must:~~

~~(1) be evidenced by a promissory note for loans to pay for the cost of attendance for undergraduate or graduate education;~~

~~(2) not be in default at the time the application is received by the board;~~

~~(3) not entail an obligation to provide service for loan forgiveness through another program;~~

~~(4) not be subject to repayment through another student loan repayment~~

~~program or loan forgiveness program or repayment assistance provided by the faculty member's employer at the time of application;~~

~~(5) be evident from documentation of the portion of the consolidated debt that was originated to pay for the cost of attendance for the faculty member's undergraduate or graduate education, if the loan was consolidated with other loans; and~~

~~(6) not be an education loan from an insurance policy or pension plan.~~

~~23.160. — Eligible Faculty.~~

~~To be eligible for participation in the program, an applicant must:~~

~~(1) have received a doctoral degree on or after September 1, 1994, from an institution of higher education that is accredited by a recognized accrediting agency;~~

~~(2) be employed as a full-time faculty member with instructional duties in an eligible institution; and~~

~~(3) submit a completed application to the institutional president or his/her designee.~~

~~23.161. — Repayment of Education Loans.~~

~~Eligible education loans of qualified faculty members shall be repaid under the following conditions:~~

~~(1) the annual repayment(s) shall be made payable to the servicer(s) or holder(s) of the loan(s);~~

~~(2) the annual repayment(s) shall be made upon the faculty member's completion of the service period; and~~

~~(3) the maximum annual loan repayment amount shall be \$5,000 for a period of up to 10 years.~~

AGENDA ITEM VII-G (11)

Consideration of adopting the Committee's recommendation to the Board relating to proposed new Chapter 23, Subchapter H, Sections 23.209 -23.216 of Board rules, concerning Peace Officer Loan Repayment Assistance Program (Senate Bill 16, Texas Legislature Session, Regular Session)

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes new rules under Chapter 23, Subchapter H, §§23.209 – 23.216, concerning the Peace Officer Loan Repayment Assistance Program, which was created by Senate Bill 16 and signed by the Governor following the 86th Texas Legislature Session. Funding for the program is authorized for the 2020-2021 biennium by Contingency Rider 18.60 of the General Appropriations Act. Section 2 of Senate Bill 16 states that the Coordinating Board shall adopt rules necessary for the administration of the program no later than December 1, 2019.

Mr. Kenneth Martin, Assistant Commissioner for Financial Services and Chief Financial Officer, will be available to answer questions.

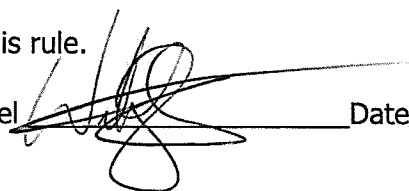
Date Approved by the Commissioner for Publication in the *Texas Register*: July 15, 2019.

Date Published in the *Texas Register*: July 26, 2019.

The 30-day comment period with the *Texas Register* ended on: August 26, 2019.

No comments were received regarding this rule.

Approved by the Office of General Counsel

 Date: 10/3/19

CHAPTER 23. EDUCATION LOAN REPAYMENT PROGRAMS
SUBCHAPTER H. PEACE OFFICER LOAN REPAYMENT ASSISTANCE PROGRAM

Section23.209. Authority and Purpose23.210. Definitions23.211. Initial Eligibility23.212. Selection of Eligible Applicants23.213. Eligibility for Disbursement of Loan Repayment Assistance23.214. Eligible Lender and Eligible Education Loan23.215. Amount of Repayment Assistance23.216. Rules23.209. Authority and Purpose.

(a) Authority. Authority for this subchapter is provided in the Texas Education Code, Chapter 61, Subchapter NN, Peace Officer Loan Repayment Assistance Program. These rules establish procedures to administer the subchapter as prescribed in the Texas Education Code, Sections 61.9951 through 61.9959.

(b) Purpose. The primary purpose of the Peace Officer Loan Repayment Assistance Program is to provide assistance with the repayment of eligible student loans for qualifying peace officers who agree to continued full-time employment in Texas as peace officers for a specified period.

23.210. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

(1) Board -- The Texas Higher Education Coordinating Board.

(2) Eligible Institution -- A Texas public or private or independent institution of higher education, as defined in Section 61.003 of the Texas Education Code.

(3) Full-time -- Employed full-time (at least 40 hours per week for a minimum of 45 weeks per year) as an eligible peace officer.

(4) Peace Officer--The meaning assigned by Article 2.12, Texas Code of Criminal Procedure.

(5) Program -- Peace Officer Loan Repayment Assistance Program.

(6) Service Period – A period of 12 consecutive months qualifying a peace officer for loan repayment assistance.

23.211. Initial Eligibility.

To be eligible for the Board to conditionally approve an application and encumber loan repayment funds, a peace officer must:

(1) be initially employed as a peace officer on or after September 1, 2019;

(2) submit to the Board by the published deadline an initial application for enrollment in the program that requires:

(A) employer verification of the person's employment as a full-time peace officer in Texas for at least one year and the person's current full-time employment in Texas as of the date of the application;

(B) documentation of the peace officer's unrestricted license as a peace officer;

(C) a transcript of the person's postsecondary course work demonstrating at least 60 semester credit hours, or the equivalent, earned at an eligible institution before the person's initial employment as a peace officer;

(D) a statement of the total amount of principal, accrued interest, fees, and other charges due on unpaid eligible loans obtained for attendance at an eligible institution for a semester or other term that ended in the five years immediately preceding the person's initial employment as a peace officer;

(E) a statement that the peace officer will submit to the Board an application for payment immediately upon completion of each year of service for which the peace officer is applying for repayment assistance; and

(F) a statement that the individual agrees to continuous full-time employment as a peace officer in this state for five consecutive years after the date of the initial application.

23.212. Selection of Eligible Applicants.

(a) Each fiscal year an application deadline will be posted on the program web page.

(b) In the initial year of the program, applications will be selected on a first-come-first-served basis until funds are no longer available.

(c) After the initial program year, priority will be given to prior year recipients and initial applications will be selected on a first-come-first-served basis until funds are no longer available.

23.213. Eligibility for Disbursement of Loan Repayment Assistance.

(a) A person may not receive loan repayment assistance through the program for more than five consecutive years.

(b) To be eligible to receive loan repayment assistance, a peace officer must annually ensure that the Board has received, by the required deadline, a completed end-of-service period application for payment providing the employer's certification of continuous full-time employment as a peace officer during the service period.

23.214. Eligible Lender and Eligible Education Loan.

(a) The Board shall retain the right to determine the eligibility of lenders and holders of education loans to which payments may be made. An eligible lender or holder shall, in general, make or hold education loans made to qualifying students to pay for their higher education costs and shall not be any private individual. An eligible lender or holder may be, but is not limited to, a bank, savings and loan association, credit union, institution of higher education, secondary market, governmental agency, or private foundation.

(b) To be eligible for repayment, an education loan must:

(1) be evidenced by a promissory note for loans to pay for the cost of the individual's attendance at an eligible institution for a semester or other term that ended in the five years immediately preceding the person's initial employment as a peace officer;

(2) not be in default at the time of the peace officer's application;

(3) not have an existing obligation to provide service for loan forgiveness through another program;

(4) not be subject to repayment through another student loan repayment or loan forgiveness program or as a condition of employment; and

(5) if the eligible loan was consolidated with ineligible loans or included in a repayment schedule with ineligible loans, the applicant must provide documentation of the eligible loans, disaggregated from the ineligible loans.

(c) Credit card debt is not considered an educational loan eligible for repayment.

23.215. Amount of Repayment Assistance.

(a) Loan repayment awards will be disbursed directly to lenders on behalf of eligible peace officers.

(b) The maximum amount of loan repayment assistance that a peace officer may receive over a period of five consecutive years is \$20,000.

(c) The annual amount of loan repayment assistance that a peace officer may receive for each service period is the lesser of \$4,000 or 20 percent of the total unpaid eligible loan balance verified at the time of the initial application, unless the payoff period for the person's total unpaid eligible loan balance is fewer than five years.

(d) If the payoff period for the person's total unpaid eligible loan balance is fewer than five years, the award amount will be the total amount of the scheduled payments due to the holder(s) of the eligible loans for the applicable year.

(e) Loan repayment awards are contingent on available funding. If in any year the amount of money available for loan repayment assistance is insufficient to award the maximum annual award amount to all eligible applicants, the Board may reduce award amounts to assist a greater number of peace officers.

23.216. Rules.

The Board shall post on its website a link to the rules adopted for the program and other program materials.

SUPPLEMENTAL MATERIALS

AGENDA ITEM VII-H

Consideration of adopting the Commissioner's recommendation to the Board relating to approval of the replacement of a member of the General Academic Institutions Formula Advisory Committee for the 2022-2023 biennium

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.059(b) requires the Texas Higher Education Coordinating Board to "devise, establish, and periodically review and revise formulas for the use of the governor and the Legislative Budget Board in making appropriations recommendations to the legislature for all institutions of higher education, including the funding of postsecondary vocational-technical programs. As a specific element of the periodic review, the board shall study and recommend changes in the funding formulas based on the role and mission statements of institutions of higher education. In carrying out its duties under this section, the board shall employ an ongoing process of committee review and expert testimony and analysis."

To assist in this process, there are three advisory committees established each summer of odd-numbered years to prepare recommendations to the Board. Texas Education Code, Section 61.059(b-1) requires: 1) the commissioner of higher education to solicit recommendations for the committee's membership from the chancellor of each university system and from the president of each institution of higher education that is not a component of a university system; and 2) the Board to appoint representatives of a cross-section of institutions representing each of the institutional groupings under the Board's accountability system.

The president of The University of Texas at Austin has requested to replace its member, due to extenuating circumstances. The proposed replacement is Dr. Larry Singell, Senior Vice Provost for Resource Management at The University of Texas at Austin. His name, along with a list of committee members, is provided.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will be available to answer questions.

Texas Education Code, Section 61.059(b) requires the Coordinating Board to “devise, establish, and periodically review and revise formulas for the use of the governor and the Legislative Budget Board in making appropriations recommendations to the legislature for all institutions of higher education, including the funding of postsecondary vocational-technical programs.”

To assist in this process, there are three advisory committees established each summer of odd-numbered years to prepare recommendations to the Board. The committee involved in this instance is the General Academic Institutions Formula Advisory Committee. The president of The University of Texas at Austin has requested to replace its member, due to extenuating circumstances.

The nominee recommended for appointment to the advisory committee to serve the remaining term of Dr. Harrison Keller’s appointment, which will expire in 2020, is Dr. Larry Singell, Senior Vice Provost for Resource Management, The University of Texas at Austin.

Name/ Title	Institution	Accountability Group	Term
Continuing Members			
Dr. Larry Singell, Senior Vice Provost for Resource Management	The University of Texas at Austin	Research	2020
Dr. James Marquart, Provost and Vice President Academic Affairs	Lamar University	Comprehensive	2020
Dr. Karen Murray, Executive Vice President of Academic Affairs and Provost	Tarleton State University	Comprehensive	2020
Ms. Noel Sloan, Chief Financial Officer and Vice President of Administration and Finance	Texas Tech University	Emerging Research	2020
Ms. Angie W. Wright, Vice President for Finance and Administration	Angelo State University	Master’s	2020
Dr. Jerry Strawser, Executive Vice President of Finance and Administration and CFO	Texas A&M University	Research	2020
Mr. John Davidson, Associate Vice President – Budget, Planning and Analysis	The University of Texas at Arlington	Emerging Research	2022
Mr. Bob Brown, Senior Vice President for Finance and Administration	University of North Texas	Emerging Research	2022
Dr. Danny Gallant, Vice President for Finance and Administration	Stephen F. Austin State University	Comprehensive	2022
Dr. Juan Munoz, President	University of Houston-Downtown	Master’s	2024
Mr. Jason Tomlinson, Vice President for Finance and Administration and CFO	Texas Woman’s University	Doctoral	2024
Dr. Robert Kinucan, Associate Provost for Graduate Studies and Research, and Professor of Natural Resource Management	Sul Ross State University	Master’s	2024
Mr. Daniel Harper, Vice Chancellor and CFO	Texas State University System	System	2024

AGENDA ITEM IX-A

Committee Chair's Overview

Fred Farias III, O.D., Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

AGENDA ITEM IX-B

Public Testimony on Items Relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Committee, after staff has presented the item, or any other time.

AGENDA ITEM IX-C (1)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas A&M University–Corpus Christi for a Bachelor of Science (BS) degree with a major in Civil Engineering

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

Texas A&M University-Corpus Christi (TAMU-Corpus Christi) is proposing a Bachelor of Science (BS) degree in Civil Engineering. The proposed face-to-face program would offer concentrations in 1) geomatics, Unmanned Aircraft Systems (UAS), and surveying/remote sensing; 2) hydraulics and water resources; 3) geotechnical engineering and structure engineering; and 4) transportation and traffic engineering. Students would also have the opportunity to earn a certificate in either coastal resilience or UAS. The proposed program would distinguish itself through the use of competency-based pedagogy, an emphasis on recruiting transfer students, and providing STEM pathway programs for middle and high school students, including summer camps for students and summer workshops to prepare high school teachers to instruct foundational engineering courses.

The U.S. Bureau of Labor Statistics (BLS) projects that job openings in civil engineering will increase at a greater rate (10.6%) than the national average for all occupations (7.4%) from 2016 through 2026. Currently, there are not enough civil engineering graduates to fill the projected number of annual job openings; nationally, production of civil engineering graduates has declined slightly since 2012. Seventeen public and two independent institutions in Texas currently award BS degrees in civil engineering. In total, these programs graduated 949 students in 2018.

TAMU-Corpus Christi currently offers bachelor's degree programs in mechanical and electrical engineering, which are accredited by ABET. The institution has also submitted a proposal for a BS degree program in Industrial Engineering.

In accordance with the institution's proposed hiring schedule, TAMU-Corpus Christi will hire two core faculty members to start in Year 3. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of civil engineering courses to be taught. Formula funding for upper-division courses is dependent on having the appropriate hires in place at the specified times.

The institution will seek accreditation for its civil engineering degree program from the ABET upon the graduation of its first student.

Texas A&M University-Corpus Christi (*Accountability Peer Group: Doctoral University*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: Yes No

Texas A&M University – Corpus Christi has three engineering degree programs:

- BS in Electrical Engineering (2015)
- BS in Mechanical Engineering (2009)
- MS in Geospatial Systems Engineering (2007)

Proposed Program:

The proposed traditional face-to-face program represents 123 semester credit hours (SCH) of instruction and would satisfy ABET accreditation requirements. The institution would begin enrolling students in fall 2020. The proposed BS in Civil Engineering is meant to prepare students for professional practice in civil engineering with a coastal resilience emphasis. Students would also have the option of obtaining a certificate in either coastal resilience or UAS. Students who fulfilled requirements could also enroll in a five-year combined BS/MBA in Business Administration program.

The institution estimates that five-year costs would total \$2,988,745. Formula funding would represent eight percent of all funding at \$382,949. Total funding is estimated to be \$4,676,058.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,327,622
Program Administration	\$ 132,729
Clerical/Staff	\$ 557,582
Graduate Assistants	\$ 127,568
Library, Supplies, & Materials	\$ 409,759
Other (student support)	\$ 175,000
Other (summer camps)	\$ 250,000
Other (accreditation)	\$ 8,485
Total	\$ 2,988,745

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 382,949
Reallocated Funds	\$ 974,923
Other State Funding	\$ 0
Tuition and Fees	\$ 2,018,186
Other (City of Corpus Christi grant)	\$ 1,300,000
Total	\$ 4,676,058

Evidence of Duplication, Workforce Need, and Student Demand:*Duplication of Program: **Moderate***

Number of institutions with degree programs in the state with the same 6-digit CIP: **19**

All existing bachelor's programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.

Public Institutions

Angelo State University
Lamar University
Prairie View A&M University
Tarleton State University
Texas A&M University
Texas A&M University-Kingsville
Texas Southern University
Texas State University
Texas Tech University
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at El Paso
The University of Texas at San Antonio
The University of Texas at Tyler
The University of Texas Rio Grande Valley
University of Houston
West Texas A&M University

Independent Colleges and Universities

Rice University
Southern Methodist University

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0801): **1**

Texas A&M University-Kingsville

*Job Market Need: **Moderate***

Advertisements for job openings	Yes	<u>No</u>	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A

*Student Demand: **Moderate***

Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	40	67	96	122	133
<i>Student FTE*</i>	40	67	96	122	133
<i>Core Faculty Headcount</i>	3	3	5	5	5
<i>Core Faculty FTE</i>	2.5	2.5	4.5	4.5	4.5

*The proposed program anticipates the majority of students to enroll full-time.

Major Commitments:

In accordance with the institution's proposed hiring schedule, TAMU-Corpus Christi will hire two core faculty members to begin in Year 3. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of architectural engineering courses to be taught.

The institution will seek accreditation for its Civil Engineering program from ABET upon graduation of its first student.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Location: Corpus Christi, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Kingsville, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Ball State University, East Tennessee State University, The University Of West Florida, University Of Arkansas At Little Rock, University Of North Carolina At Greensboro

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	4,416	37.0%
Hispanic	5,756	48.3%
African American	751	6.3%
Asian	360	3.0%
International	362	3.0%
Other & Unknown	284	2.4%
Total	11,929	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	571	6.0%
Other Institutions	98	1.0%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students			1-Year Persistence, Fall 2017	
Entering		Rate	Total	78.9%
Measure	Fall		Same	57.2%
4-year Rate Total	2014	26.4%	Other	21.7%
Same Institution		21.2%	2-Year Persistence, Fall 2016	
Other Institutions		5.2%	Total	73.1%
5-year Rate Total	2013	43.8%	Same	44.8%
Same Institution		33.1%	Other	28.4%
Other Institutions		10.8%		
6-year Rate Total	2012	46.8%		
Same Institution		34.8%		
Other Institutions		12.1%		
Grad Rates by Ethnicity				
			Avg Number SCH for Bachelor's Degree	
			FY 2018 Average	
			Sem	SCH
			All	9.80 137.00

Degrees Awarded	
Type	FY 2018
Bachelor's	1,716
Master's	616
Doctoral	33
Professional	0
Total	2,365

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	98.80%
Law	%
Pharmacy	%
Nursing	92.6%
Engineering	55.0%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	2,103	91.1%	37.9%
African American	630	83.8%	28.2%
Hispanic	5,707	85.5%	22.3%
Asian	192	92.7%	24.2%
International	304	90.5%	11.6%
Other	210	89.5%	24.5%
Total	9,146	87.1%	26.2%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$7,778	.0%	\$7,249	.0%
2015	\$8,287	6.1%	\$7,447	2.7%
2016	\$8,620	3.9%	\$8,189	9.1%
2017	\$9,105	5.3%	\$8,652	5.4%
2018	\$8,566	-6.3%	\$7,553	-14.6%
2019	\$9,760	12.2%	\$7,654	1.3%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$9,760
On-campus Room & Board	\$10,220
Books & Supplies	\$1,290
Off-Campus Transportation & Personal Expenses	\$3,058
Total Cost	\$24,328

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	30.7%	
Undergraduate Classes with > 50 Students	15.2%	
% of Teaching Faculty Tenured/Tenure-track *	32.8%	
Student/Faculty Ratio *	32:1	

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	47%	\$6,151
Federal (Pell) Grants	40%	\$4,351
Federal Student Loans	53%	\$6,684

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$80,288,163	38.4%
Federal Funds	\$39,204,522	18.8%
Tuition & Fees	\$65,505,114	31.4%
Total Revenue	\$208,876,069	100.0%

* Fall 2017 Data

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Location: Corpus Christi, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Kingsville, Texas Southern Univ, Texas Woman's Univ, UT Pan American

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Degrees Offered: Bachelor's, Master's, Doctoral

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	4,416	37.0%
Hispanic	5,756	48.3%
African American	751	6.3%
Asian	360	3.0%
International	362	3.0%
Other & Unknown	284	2.4%
Total	11,929	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	571	6.0%
Other Institutions	98	1.0%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2014	26.4%
Same Institution		21.2%
Other Institutions		5.2%
5-year Rate Total	2013	43.8%
Same Institution		33.1%
Other Institutions		10.8%
6-year Rate Total	2012	46.8%
Same Institution		34.8%
Other Institutions		12.1%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2017	
Total	78.9%
Same	57.2%
Other	21.7%
2-Year Persistence, Fall 2016	
Total	73.1%
Same	44.8%
Other	28.4%

Avg Number SCH for Bachelor's Degree	
FY 2018 Average	
Sem	SCH
All	9.80 137.00

Degrees Awarded	
Type	FY 2018
Bachelor's	1,716
Master's	616
Doctoral	33
Professional	0
Total	2,365

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	98.80%
Law	%
Pharmacy	%
Nursing	92.6%
Engineering	55.0%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	2,103	91.1%	37.9%
African American	630	83.8%	28.2%
Hispanic	5,707	85.5%	22.3%
Asian	192	92.7%	24.2%
International	304	90.5%	11.6%
Other	210	89.5%	24.5%
Total	9,146	87.1%	26.2%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$7,778	.0%	\$7,249	.0%
2015	\$8,287	6.1%	\$7,447	2.7%
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2017	\$9,105	5.3%	\$8,652	5.4%
2018	\$8,566	-6.3%	\$7,553	-14.6%
2019	\$9,760	12.2%	\$7,654	1.3%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$9,760
On-campus Room & Board	\$10,220
Books & Supplies	\$1,290
Off-Campus Transportation & Personal Expenses	\$3,058
Total Cost	\$24,328

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

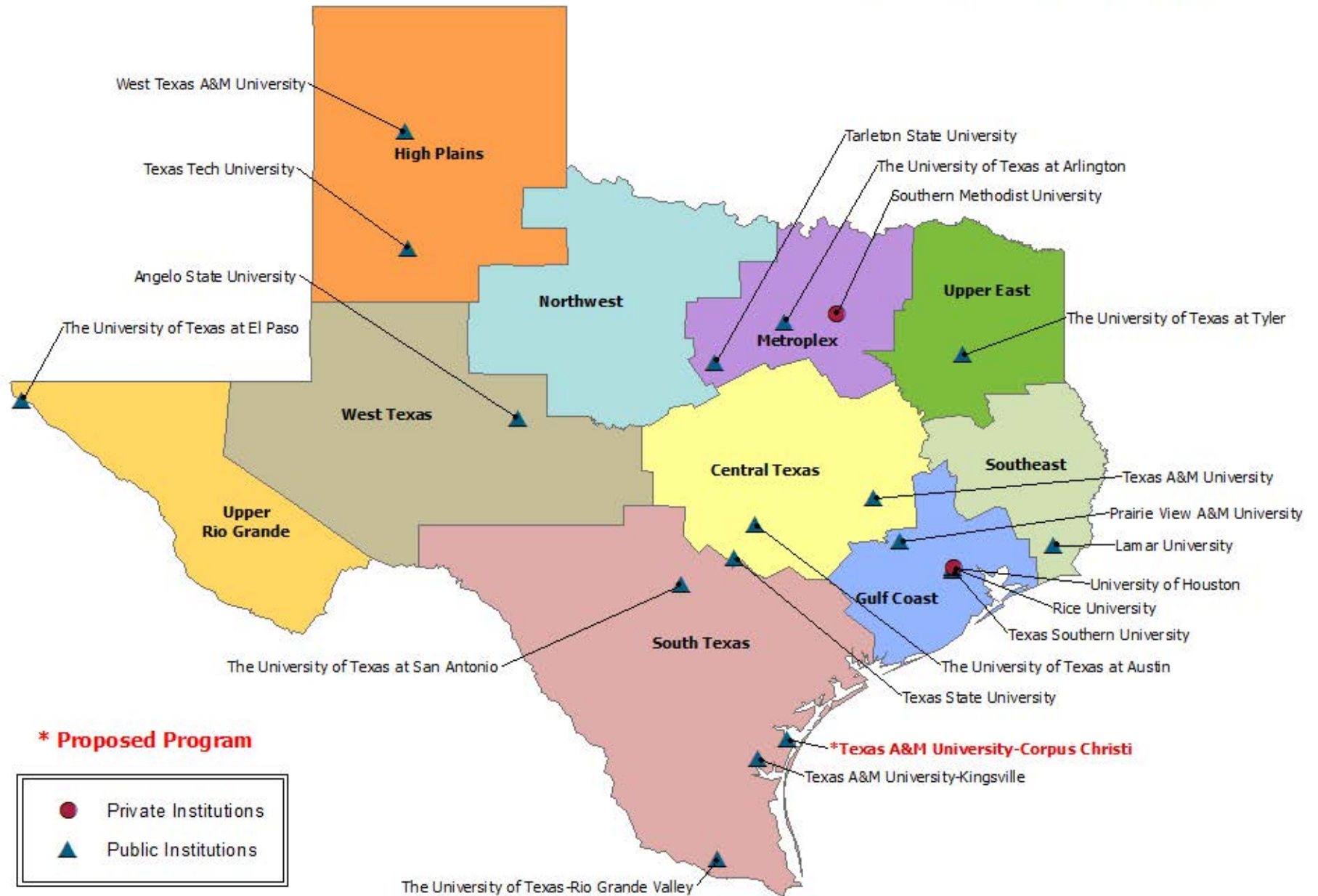
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	30.7%	
Undergraduate Classes with > 50 Students	15.2%	
% of Teaching Faculty Tenured/Tenure-track *	32.8%	
Student/Faculty Ratio *	32:1	

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	47%	\$6,151
Federal (Pell) Grants	40%	\$4,351
Federal Student Loans	53%	\$6,684

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$80,288,163	38.4%
Federal Funds	\$39,204,522	18.8%
Tuition & Fees	\$65,505,114	31.4%
Total Revenue	\$208,876,069	100.0%

Proposal for a Bachelor of Science (BS) degree with a major in Civil Engineering



AGENDA ITEM IX-C (2)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas A&M University-Corpus Christi for a Bachelor of Science (BS) degree with a major in Industrial Engineering

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

Texas A&M University-Corpus Christi (TAMU-Corpus Christi) is proposing a Bachelor of Science (BS) degree in Industrial Engineering. The proposed face-to-face program would offer concentrations in human factors or supply chain engineering, as well as the opportunity to earn a certificate in either autonomous mobility (developing artificial intelligence and decision theory for implementation in autonomous systems) or Unmanned Aircraft Systems (UAS). The proposed program would distinguish itself through the use of competency-based pedagogy, an emphasis on recruiting transfer students, and providing STEM pathway programs for middle and high schools, including summer camps for students and summer workshops to prepare high school teachers to instruct foundational engineering courses.

The U.S. Bureau of Labor Statistics (BLS) projects that job openings in industrial engineering will increase at a greater rate (9.7%) than the national average for all occupations (7.4%) from 2016 through 2026. Currently, there are not enough industrial engineering graduates to fill the projected number of annual job openings. The national unemployment rate for industrial engineers in the first quarter of 2019 was 3.4 percent, a little less than the overall rate of 3.7 percent. Nine public and one independent institution in Texas currently award BS degrees in industrial engineering. In total, these programs graduated 495 students in 2018.

TAMU-Corpus Christi currently offers two bachelor's programs in engineering – mechanical and electrical – which are accredited by ABET. TAMU-Corpus Christi also submitted a proposal for a BS degree in Civil Engineering.

In accordance with the institution's proposed hiring schedule, TAMU-Corpus Christi will hire four core faculty members, one each year beginning in Year 2. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of industrial engineering courses to be taught. Formula funding for upper-division courses is dependent on having the appropriate hires in place at the specified times.

The institution will seek accreditation for its industrial engineering degree program from the ABET upon the graduation of its first student.

Texas A&M University-Corpus Christi (*Accountability Peer Group: Doctoral University*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: Yes

Texas A&M University – Corpus Christi has three engineering degree programs:

BS in Electrical Engineering (2015)

BS in Mechanical Engineering (2009)

MS in Geospatial Systems Engineering (2007)

Proposed Program:

The proposed traditional face-to-face program represents 123 semester credit hours (SCH) of instruction and would satisfy ABET accreditation requirements. The institution would begin enrolling students in fall 2020. The proposed BS in Industrial Engineering is meant to prepare students for professional practice in industrial engineering with an emphasis on autonomous mobility and UAS. Students would also have the option of obtaining a certificate in either autonomous mobility or UAS.

The institution estimates that five-year costs would total \$2,609,525. Formula funding would represent 13 percent of all funding at \$468,379. Total funding is estimated to be \$3,599,744.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,486,788
Program Administration	\$ 135,946
Clerical/Staff	\$ 149,283
Graduate Assistants	\$ 127,568
Library, Supplies, & Materials	\$ 276,455
Other (student support)	\$ 175,000
Other (summer camps)	\$ 250,000
Other (accreditation)	\$ 8,485
Total	\$ 2,609,525

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 468,379
Reallocated Funds	\$ 0
Other State Funding	\$ 0
Tuition and Fees	\$ 2,431,365
Other (City of Corpus Christi grant)	\$ 700,000
Total	\$ 3,599,744

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Program: **Moderate**

Number of institutions with degree programs in the state with the same 6-digit CIP: **10**

All existing bachelor’s programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.

Public Institutions
Lamar University
Texas A&M University
Texas A&M University-Commerce
Texas A&M University-Kingsville
Texas State University
Texas Tech University
The University of Texas at Arlington
The University of Texas at El Paso
University of Houston

Independent Colleges and Universities
St. Mary’s University

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0801): **1**

Texas A&M University-Kingsville

Job Market Need: **Moderate**

Advertisements for job openings	Yes	<u>No</u>	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A

Student Demand: **Moderate**

Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	45	66	93	119	128
<i>Student FTE*</i>	40	66	93	119	128
<i>Core Faculty Headcount</i>	2	3	4	5	6
<i>Core Faculty FTE</i>	2.0	3.0	4.0	5.0	6.0

*The proposed program anticipates the majority of students to enroll full-time.

Major Commitments:

In accordance with the institution's proposed hiring schedule, TAMU-Corpus Christi will hire four core faculty members, one each year beginning in Year 2. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of industrial engineering courses to be taught.

The institution will seek accreditation for its Industrial Engineering program from ABET upon graduation of its first student.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Location: Corpus Christi, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Kingsville, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Ball State University, East Tennessee State University, The University Of West Florida, University Of Arkansas At Little Rock, University Of North Carolina At Greensboro

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	4,485	41.1%	4,519	36.9%	4,416	37.0%
Hispanic	4,734	43.4%	5,820	47.6%	5,756	48.3%
African American	629	5.8%	778	6.4%	751	6.3%
Asian	252	2.3%	366	3.0%	360	3.0%
International	515	4.7%	403	3.3%	362	3.0%
Other & Unknown	298	2.7%	350	2.9%	284	2.4%
Total	10,913	100.0%	12,236	100.0%	11,929	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	623	7.1%	1,108	11.2%	571	6.0%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	99	1.1%	237	2.4%	98	1.0%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$7,778	.0%	\$7,325	.0%
2015	\$8,287	6.5%	\$7,567	3.3%
2016	\$8,620	4.0%	\$8,261	9.2%
2017	\$9,105	5.6%	\$8,728	5.7%
2018	\$8,566	-5.9%	\$7,697	-11.8%
2019	\$9,760	13.9%	\$7,955	3.4%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	53%	\$6,856	48%	\$6,461	55%	\$6,488
2017	53%	\$6,684	46%	\$6,301	54%	\$6,674
Federal, State, Institutional or Other Grants Known by Institutions						
2016	49%	\$5,736	56%	\$5,791	62%	\$7,569
2017	47%	\$6,151	56%	\$5,974	64%	\$7,863
Federal (Pell) Grants						
2016	40%	\$4,293	40%	\$3,689	38%	\$4,215
2017	40%	\$4,351	38%	\$3,701	39%	\$4,292

Student Success								
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates				
Enter Fall 2012		Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate		
Cohort	1,781	2,384	2,227	Fall 2009 4-year	21.6%	20.1%		
Total	77.0%	80.3%	78.9%	Fall 2013 4-year	25.4%	24.9%		
Same	57.4%	56.0%	57.2%	Fall 2014 4-year	26.4%	26.2%		
Other	19.6%	24.3%	21.7%	Fall 2008 5-year	39.4%	38.5%		
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2012 5-year	37.9%	39.3%		
Enter Fall 2011		Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	43.8%	42.1%		
Institution Persistence				Fall 2007 6-year	50.1%	46.0%		
Cohort	1,483	2,229	2,375	Fall 2011 6-year	46.7%	46.3%		
Total	69.5%	73.4%	73.1%	Fall 2012 6-year	46.8%	47.0%		
Same	46.1%	45.5%	44.8%	National Comparison (IPEDS Definition)				
Other	23.3%	27.9%	28.4%	Cohort	Institution Rate	OOS Peers Rate		
Peer Group Persistence				Fall 2008 4-year	20.0%	23.0%		
Cohort	1,462	1,593	1,625	Fall 2012 4-year	18.0%	26.8%		
Total	71.6%	73.8%	73.6%	Fall 2013 4-year	18.0%	27.0%		
Same	55.1%	54.7%	55.3%	Fall 2007 5-year	34.0%	41.0%		
Other	16.5%	19.1%	18.3%	Fall 2011 5-year	30.0%	41.0%		
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree				Fall 2012 5-year	31.0%	41.8%		
Institution	Peer Group Average			Fall 2006 6-year	39.0%	46.7%		
Grads	Sem	SCH	Grads	Sem	SCH	Fall 2010 6-year	35.0%	46.6%
						Fall 2011 6-year	36.0%	46.2%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	935	10.20	145.14	1,222	10.93	147.37
FY 2017	1,182	10.00	139.00	1,275	10.63	142.66
FY 2018	1,208	9.80	137.00	1,295	10.53	141.00

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	249	39.8%
Peer Group	406	42.4%
<i>For Students NOT Needing Dev Ed</i>		
Institution	1,532	61.1%
Peer Group	1,014	64.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$60,154,438	38.7%	\$82,737,376	41.0%	\$80,288,163	38.4%
Federal Funds	\$27,815,424	17.9%	\$34,262,065	17.0%	\$39,204,522	18.8%
Tuition & Fees	\$48,308,637	31.1%	\$62,041,576	30.8%	\$65,505,114	31.4%
Total Revenue	\$155,252,553	100.0%	\$201,622,671	100.0%	\$208,876,069	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Location: Corpus Christi, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Kingsville, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Ball State University, East Tennessee State University, The University Of West Florida, University Of Arkansas At Little Rock, University Of North Carolina At Greensboro

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	4,416	37.0%
Hispanic	5,756	48.3%
African American	751	6.3%
Asian	360	3.0%
International	362	3.0%
Other & Unknown	284	2.4%
Total	11,929	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	571	6.0%
Other Institutions	98	1.0%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students			1-Year Persistence, Fall 2017	
Entering		Rate	Total	78.9%
Measure	Fall		Same	57.2%
4-year Rate Total	2014	26.4%	Other	21.7%
Same Institution		21.2%	2-Year Persistence, Fall 2016	
Other Institutions		5.2%	Total	73.1%
5-year Rate Total	2013	43.8%	Same	44.8%
Same Institution		33.1%	Other	28.4%
Other Institutions		10.8%		
6-year Rate Total	2012	46.8%		
Same Institution		34.8%		
Other Institutions		12.1%		
Grad Rates by Ethnicity				
			Avg Number SCH for Bachelor's Degree	
			FY 2018 Average	
			Sem	SCH
			All	9.80 137.00

Degrees Awarded	
Type	FY 2018
Bachelor's	1,716
Master's	616
Doctoral	33
Professional	0
Total	2,365

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	98.80%
Law	%
Pharmacy	%
Nursing	92.6%
Engineering	55.0%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	2,103	91.1%	37.9%
African American	630	83.8%	28.2%
Hispanic	5,707	85.5%	22.3%
Asian	192	92.7%	24.2%
International	304	90.5%	11.6%
Other	210	89.5%	24.5%
Total	9,146	87.1%	26.2%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$7,778	.0%	\$7,249	.0%
2015	\$8,287	6.1%	\$7,447	2.7%
2016	\$8,620	3.9%	\$8,189	9.1%
2017	\$9,105	5.3%	\$8,652	5.4%
2018	\$8,566	-6.3%	\$7,553	-14.6%
2019	\$9,760	12.2%	\$7,654	1.3%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$9,760
On-campus Room & Board	\$10,220
Books & Supplies	\$1,290
Off-Campus Transportation & Personal Expenses	\$3,058
Total Cost	\$24,328

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

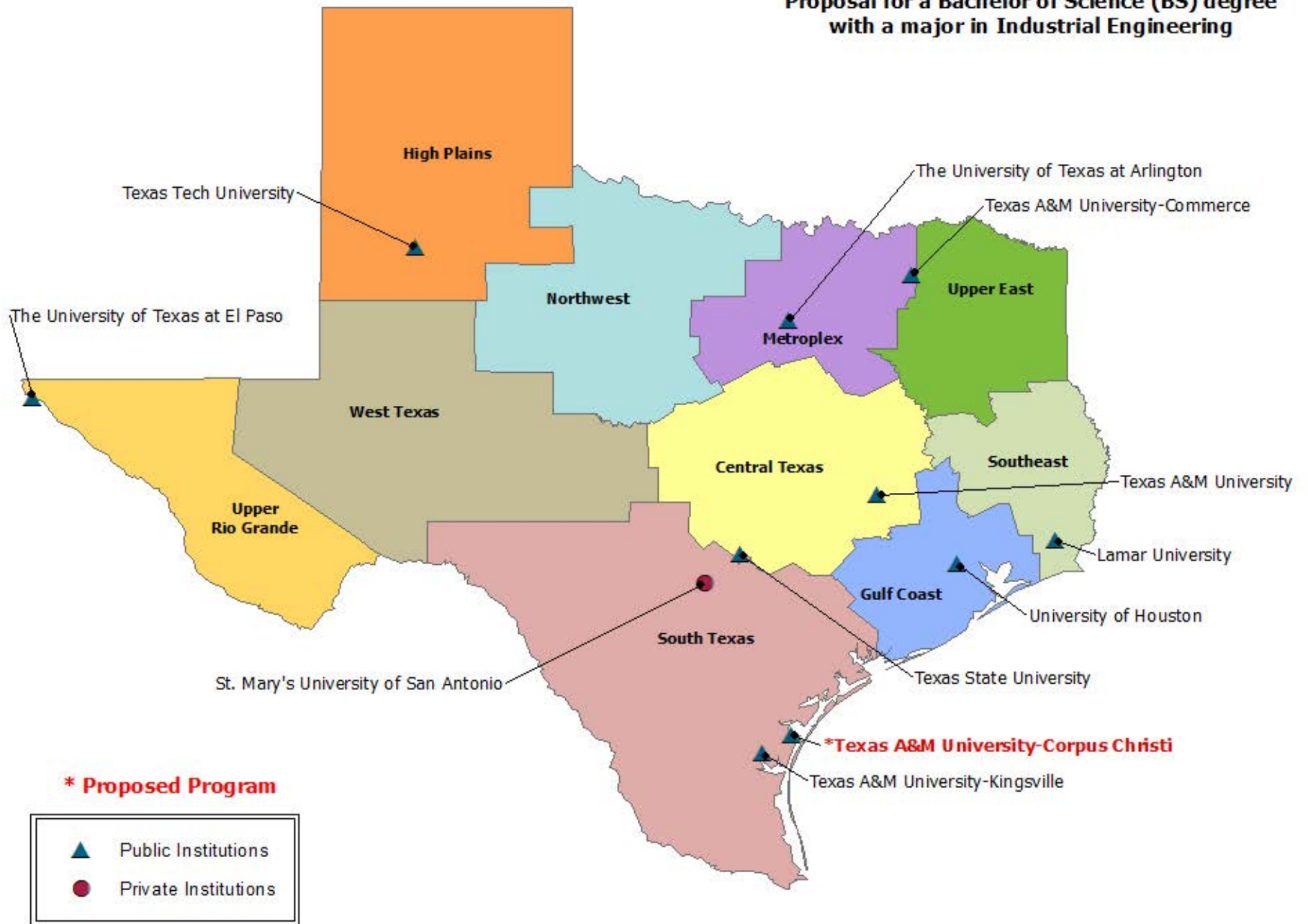
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	30.7%	
Undergraduate Classes with > 50 Students	15.2%	
% of Teaching Faculty Tenured/Tenure-track *	32.8%	
Student/Faculty Ratio *	32:1	

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	47%	\$6,151
Federal (Pell) Grants	40%	\$4,351
Federal Student Loans	53%	\$6,684

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$80,288,163	38.4%
Federal Funds	\$39,204,522	18.8%
Tuition & Fees	\$65,505,114	31.4%
Total Revenue	\$208,876,069	100.0%

Proposal for a Bachelor of Science (BS) degree with a major in Industrial Engineering



AGENDA ITEM IX-C (3)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas A&M University-Kingsville for a Master of Science (MS) degree with a major in Mechatronics Engineering

RECOMMENDATION: Approval, beginning spring 2020

Rationale:

Texas A&M University-Kingsville (TAMU-Kingsville) is proposing a Master of Science (MS) in Mechatronics Engineering. The proposed face-to-face program would provide engineering students with multidisciplinary skills and knowledge to solve complex engineering problems. This proposed program would distinguish itself by providing a combination of mechanical, electrical, and computer science engineering with specific application to engineering and process industries. Students would acquire understanding through discipline-specific courses and projects. The proposed program would be the first mechatronics engineering degree offered in Texas.

Data from the U.S. Bureau of Labor Statistics (BLS) estimates a national average of 9,300 openings for related jobs for the proposed program in mechatronics engineering each year from 2016 through 2026. The Texas Workforce Commission (TWC) indicates a state average of 770 annual job openings for related jobs for the proposed program. Graduate programs in this discipline include the MS in Mechanical Engineering, MS in Robotics, and MS in Computer Science. The information provided in the proposal indicates there is room for growth in newly created programs as the field of mechatronics engineering grows.

The proposed program would provide another STEM education program to the South Texas region. TAMU-Kingsville would be positioned to increase the number of Hispanic and low-income students achieving their goal of obtaining a college degree in a STEM field, based on its location in South Texas. TAMU-Kingsville provided letters of endorsement from businesses that support the proposed program. The institution's eight undergraduate engineering programs are thriving with enrollment increasing from 905 in 2011 to 1,496 in 2015, an annual average growth rate of 12.8 percent.

In accordance with the institution's proposed hiring schedule, TAMU-Kingsville will hire one core faculty member to start in spring 2020 and one core faculty member to start in spring 2022. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of mechatronics engineering courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

Texas A&M University-Kingsville (*Accountability Peer Group: Doctoral*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes**

Texas A&M University-Kingsville has 17 engineering degree programs:

- BS in Architectural Engineering (2005)
- BS, MS in Chemical Engineering (2015)
- BS, MS in Civil Engineering (1973)
- BS, MS in Electrical Engineering
- BS, MS in Environmental Engineering (2009,1990)
- BS in Industrial Management and Applied Engineering Technology(1982)
- BS, MS in Mechanical Engineering (1973)
- BS, MS in Natural Gas Engineering (2012)
- MS in Industrial Management (2004)
- MS in Industrial Engineering (1990)
- PHD in Environmental Engineering (2002)
- PHD in Sustainable Energy Systems Engineering (2015)

Proposed Program:

The proposed face-to-face program in mechatronics engineering represents 30 semester credit hours (SCH) of instruction and would satisfy the ABET subject matter requirements. The proposed MS in Mechatronics Engineering is meant to prepare students for work with 3D printers, CNC milling machines, automated doors, and anything robotic, such as robotic assembly systems. This area of technology combined with Artificial Intelligence is one of the fastest-growing technology areas worldwide. Mechatronics engineers may also work on driverless cars, driverless trains, Amazon's automated warehouses, car assembly lines, electronics assembly lines, or manufacturing. This degree would give students the automation skills needed to keep up with the growth of the on-demand economy.

The institution estimates that five-year costs would total \$865,750. Formula Funding would represent 49 percent of all funding during the first five years.

FIVE-YEAR COSTS		
Personnel	\$	822,100
Library, Supplies, and Materials	\$	0
Facilities and Equipment	\$	43,650
Other	\$	0
Total	\$	865,750

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 776,474
Other State Funding	\$ 0
Tuition and Fees	\$ 731,790
Other	\$ 0
Total	\$ 1,508,264

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: <u>Weak</u>, is limited duplication.</i>			
Number of institutions with master's degree programs in the state with the same 6-digit CIP (14.3501): 0			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.4201): 0			
<i>Job Market Need: <u>Strong</u></i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: <u>Strong</u></i>			
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	12	31	45	58	58
<i>Student FTE</i>	12	24	34	42	48
<i>Core Faculty Headcount</i>	5	5	6	6	6
<i>Core Faculty FTE</i>	1.5	1.5	2.0	2.0	2.0

Major Commitments:

In accordance with the institution's proposed hiring schedule, TAMU-Kingsville will hire one core faculty member to start in spring 2020 and one core faculty member to start in spring 2022. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of mechatronics engineering courses to be taught.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY-KINGSVILLE

Location: Kingsville, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Arkansas Tech University, Bowie State University, East Tennessee State University, University Of Alabama In Huntsville, University Of North Carolina At Greensboro

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	1,507	19.5%	1,228	14.2%	1,212	14.2%
Hispanic	4,657	60.2%	5,632	64.9%	5,735	67.1%
African American	470	6.1%	407	4.7%	416	4.9%
Asian	76	1.0%	93	1.1%	91	1.1%
International	809	10.5%	1,241	14.3%	999	11.7%
Other & Unknown	211	2.7%	73	.8%	88	1.0%
Total	7,730	100.0%	8,674	100.0%	8,541	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	352	5.8%	348	5.2%	378	5.4%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	118	1.9%	81	1.2%	106	1.5%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$6,940	.0%	\$7,325	.0%
2015	\$7,434	7.1%	\$7,567	3.3%
2016	\$7,700	3.6%	\$8,261	9.2%
2017	\$8,050	4.5%	\$8,728	5.7%
2018	\$8,462	5.1%	\$7,697	-11.8%
2019	\$8,462	.0%	\$7,955	3.4%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	53%	\$7,267	48%	\$6,461	51%	\$6,906
2017	51%	\$8,032	46%	\$6,301	51%	\$6,758
Federal, State, Institutional or Other Grants Known by Institutions						
2016	57%	\$7,091	56%	\$5,791	66%	\$7,457
2017	64%	\$6,944	56%	\$5,974	67%	\$7,666
Federal (Pell) Grants						
2016	44%	\$4,512	40%	\$3,689	41%	\$4,267
2017	45%	\$4,475	38%	\$3,701	41%	\$4,245

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort		1,230	1,200	1,078	Fall 2009 4-year	18.7%	20.1%
Total		78.3%	82.0%	80.4%	Fall 2013 4-year	23.3%	24.9%
Same		63.5%	67.9%	66.7%	Fall 2014 4-year	24.2%	26.2%
Other		14.8%	14.1%	13.7%	Fall 2008 5-year	34.6%	38.5%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	38.0%	39.3%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	39.1%	42.1%
Institution Persistence					Fall 2007 6-year	41.9%	46.0%
Cohort		1,187	1,261	1,196	Fall 2011 6-year	40.6%	46.3%
Total		64.4%	75.4%	73.6%	Fall 2012 6-year	44.8%	47.0%
Same		47.3%	57.5%	56.3%	National Comparison (IPEDS Definition)		
Other		17.1%	17.9%	17.3%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	13.0%	21.0%
Cohort		1,462	1,593	1,625	Fall 2012 4-year	15.0%	19.2%
Total		71.6%	73.8%	73.6%	Fall 2013 4-year	19.0%	22.6%
Same		55.1%	54.7%	55.3%	Fall 2007 5-year	25.0%	39.7%
Other		16.5%	19.1%	18.3%	Fall 2011 5-year	26.0%	36.8%
					Fall 2012 5-year	31.0%	40.6%
					Fall 2006 6-year	32.0%	45.3%
					Fall 2010 6-year	28.0%	43.4%
					Fall 2011 6-year	35.0%	44.8%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree							
Institution			Peer Group Average				
Grade	Sem	SCH	Grade	Sem	SCH		

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	730	10.79	146.22	1,222	10.93	147.37
FY 2017	827	10.00	142.00	1,275	10.63	142.66
FY 2018	766	9.80	139.00	1,295	10.53	141.00

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	521	43.2%
Peer Group	406	42.4%
For Students NOT Needing Dev Ed		
Institution	709	66.3%
Peer Group	1,014	64.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$44,568,144	37.5%	\$67,324,103	43.3%	\$64,054,724	43.1%
Federal Funds	\$29,245,566	24.6%	\$25,911,284	16.7%	\$27,123,091	18.2%
Tuition & Fees	\$28,897,075	24.3%	\$44,542,627	28.7%	\$38,222,258	25.7%
Total Revenue	\$118,876,567	100.0%	\$155,452,340	100.0%	\$148,715,880	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY-KINGSVILLE

Location: Kingsville, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Arkansas Tech University, Bowie State University, East Tennessee State University, University Of Alabama In Huntsville, University Of North Carolina At Greensboro

Degrees Offered: Bachelor's, Master's, Doctoral

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	1,212	14.2%
Hispanic	5,735	67.1%
African American	416	4.9%
Asian	91	1.1%
International	999	11.7%
Other & Unknown	88	1.0%
Total	8,541	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	378	5.4%
Other Institutions	106	1.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2014	24.2%
Same Institution		22.7%
Other Institutions		1.5%
5-year Rate Total	2013	39.1%
Same Institution		33.4%
Other Institutions		5.8%
6-year Rate Total	2012	44.8%
Same Institution		37.1%
Other Institutions		7.7%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2017	
Total	80.4%
Same	66.7%
Other	13.7%
2-Year Persistence, Fall 2016	
Total	73.6%
Same	56.3%
Other	17.3%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	9.80	139.00

Degrees Awarded	
Type	FY 2018
Bachelor's	996
Master's	903
Doctoral	24
Professional	0
Total	1,923

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	94.20%
Law	%
Pharmacy	%
Nursing	%
Engineering	42.5%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	827	80.9%	30.3%
African American	500	74.2%	28.0%
Hispanic	5,620	76.2%	21.0%
Asian	106	85.8%	13.2%
International	188	81.9%	11.0%
Other	76	78.9%	23.3%
Total	7,317	76.9%	22.2%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$6,940	.0%	\$7,388	.0%
2015	\$7,434	6.6%	\$7,589	2.6%
2016	\$7,700	3.5%	\$8,372	9.4%
2017	\$8,050	4.3%	\$8,863	5.5%
2018	\$8,462	4.9%	\$7,570	-17.1%
2019	\$8,462	.0%	\$7,870	3.8%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$8,462
On-campus Room & Board	\$8,760
Books & Supplies	\$1,344
Off-Campus Transportation & Personal Expenses	\$4,259
Total Cost	\$22,825

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

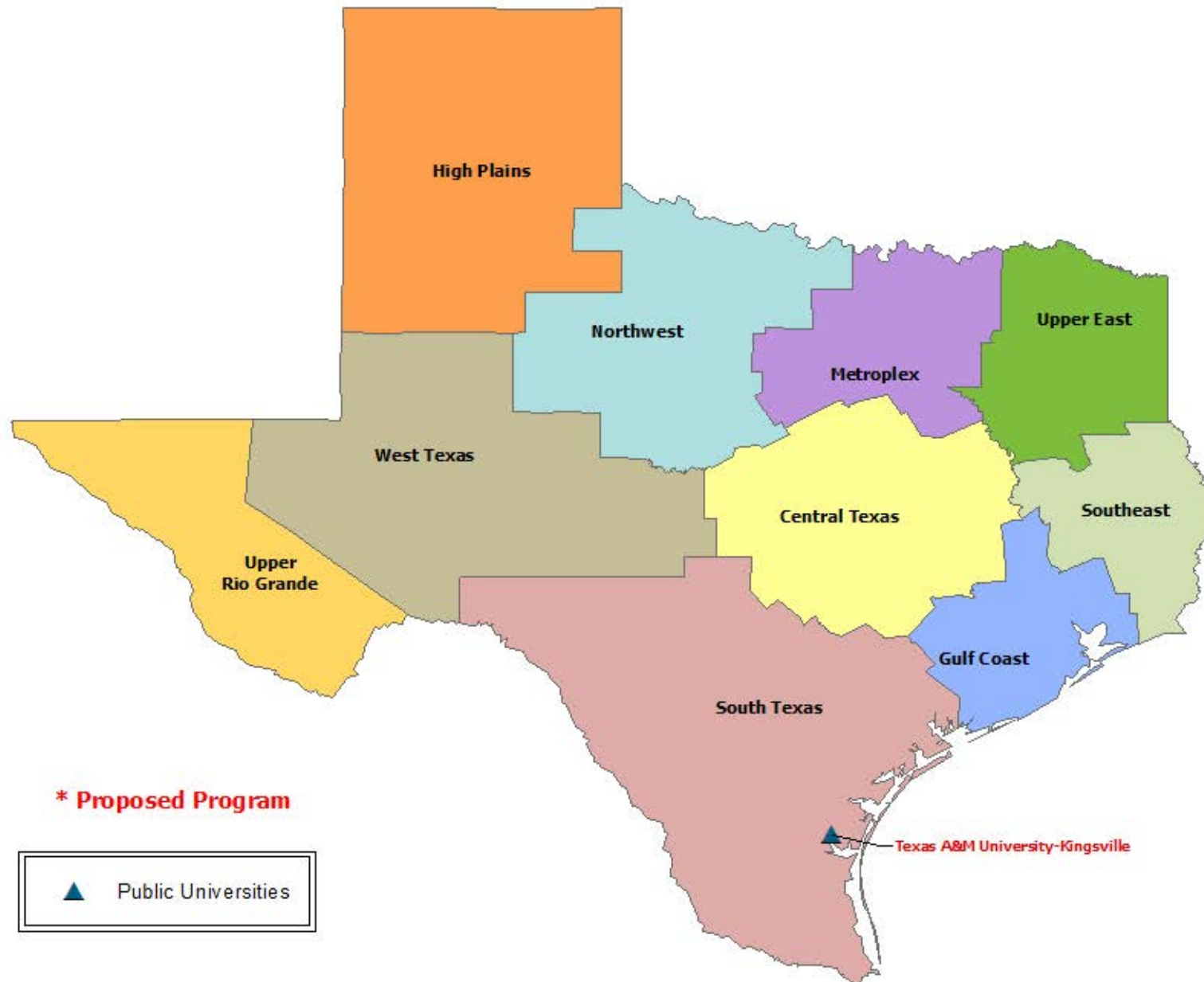
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	34.2%	
Undergraduate Classes with > 50 Students	4.1%	
% of Teaching Faculty Tenured/Tenure-track *	69.3%	
Student/Faculty Ratio *	17:1	

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	64%	\$6,944
Federal (Pell) Grants	45%	\$4,475
Federal Student Loans	51%	\$8,032

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$64,054,724	43.1%
Federal Funds	\$27,123,091	18.2%
Tuition & Fees	\$38,222,258	25.7%
Total Revenue	\$148,715,880	100.0%

**Proposal for a Master's (MS) degree
with a major in Mechatronics Engineering**



AGENDA ITEM IX-C (4)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas A&M University/Texas A&M University at Galveston for a Doctor of Philosophy (PhD) degree with a major in Marine and Coastal Management and Science

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

Texas A&M University (TAMU) and Texas A&M University at Galveston (TAMU-G) are proposing a Doctor of Philosophy (PhD) degree in Marine and Coastal Management and Science. The proposed program would require 60 semester credit hours (SCH) beyond a master's degree and 90 SCH beyond a bachelor's degree beginning in fall 2020. The proposed program would be offered face-to-face to students in Galveston. Students would be able to enroll in courses offered through College Station as relevant to their plan of study. The curriculum plan estimates four to five years to complete the degree.

The proposed program would offer a "policy-focused, scientifically-grounded doctoral program that addresses human and social infrastructure development in coastal environments" (TAMU/TAMU-G proposal). Students would learn research techniques, geospatial analysis, human impacts on coastal areas, natural and technological hazards, and legal/ethical issues related to coastal management. Students would design and conduct research, have hands-on experience at research centers and laboratories, and complete a dissertation.

Workforce opportunities for marine and coastal management and science-related positions include postsecondary teachers or faculty roles, biological scientists, conservation scientists, environmental scientists, geoscientists, and natural science managers. Projected average annual openings are 24,300 nationally and 2,360 in Texas indicating growth nationally and in Texas above the national average in most industries.

Proposed costs include reallocation of personnel resources and graduate assistantships. Assistantship and fellowship funding would offer students \$34,440 per year (\$10,440 in estimated tuition costs). The proposed program's estimated five-year costs of \$2,734,089 are primarily from reallocated faculty and student support. Estimated new costs are \$502,490 for the first five years.

In Texas, there are 19 doctoral programs in related fields, including: ecology and evolutionary biology; environmental science; forestry; land use planning and management/development; marine biology and biological oceanography; natural resources/conservation; and wildlife, fish, and wildlands science and management. These programs produced 47 doctoral graduates in 2018. Though there are many programs in related fields, the curricular area of marine and coastal management and sciences with a policy focus is only offered at five doctoral programs nationally and there are no programs currently offered in

Texas. There are no programs with a focus area on the Gulf of Mexico, therefore, the proposed program would offer a unique curricular focus.

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

Texas A&M University (*Accountability Peer Group: Research University*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	85.2%	77.1%
	Doctoral 10-Year Graduation Rate	73.6%	62.1%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Astronomy (PhD, 2016) enrollment met in Year 3 • Ecology and Evolutionary Biology (PhD, 2015) enrollment is 19 below projected (projected 44, enrolled 25) • Pharmaceutical Sciences (PhD, 2019) The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

Proposed Program:

The proposed program would require 60 semester credit hours (SCH) beyond a master's degree and 90 SCH beyond a bachelor's degree and begin enrolling students in fall 2020. The proposed program would be offered face-to-face to students in Galveston. Students would be able to enroll in courses offered through College Station as relevant to their plan of study. The curriculum plan estimates four to five years to complete the degree.

The proposed program would offer a "policy-focused, scientifically-grounded doctoral program that addresses human and social infrastructure development in coastal environments" (TAMU/TAMU-G proposal). Students would learn research techniques, geospatial analysis, human impacts on coastal areas, natural and technological hazards, and legal/ethical issues related to coastal management. Students would design and conduct research, have hands-on experience at research centers and laboratories, and complete a dissertation.

The institution estimates that new five-year costs would total \$502,490.

Existing Programs:

In Texas, there are 19 doctoral programs in related fields, including: ecology and evolutionary biology; environmental science; forestry; land use planning and management/development; marine biology and biological oceanography; natural resources/conservation; and wildlife, fish, and wildlands science and management. There are three existing programs within a 60-minute drive of the proposed program at The University of Texas Health Science Center at Houston (two programs) and Rice University. In 2018, there were a total of 380 declared majors at the public universities and health-related institutions and 47 doctoral degrees awarded.

Though there are many programs in related fields, the curricular area of marine and coastal management and sciences with a policy focus is only offered at five doctoral programs nationally and there are no programs currently offered in Texas. There are no programs with a focus area on the Gulf of Mexico, therefore, the proposed program would offer a unique curricular focus.

Public Institutions:

Stephen F. Austin State University
 Texas A&M University (3 programs)
 Texas A&M University-Corpus Christi (2 programs)
 Texas A&M University-Kingsville
 Texas State University
 Texas Tech University (3 programs)
 The University of Texas at Arlington
 The University of Texas at Austin
 The University of Texas at El Paso
 The University of Texas Health Science Center at Houston (2 programs)
 University of North Texas

Private Institutions:

Baylor University
 Rice University

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	4	8	13	16	18
<i>Graduates</i>	-	-	-	2	3
<i>Avg. Financial Assistance</i>	\$34,440	\$34,440	\$34,440	\$35,473	\$35,473
<i>Students Assisted</i>	4	8	13	16	18
<i>Core Faculty (FTE)</i>	2.55	2.55	2.55	2.55	2.55
<i>Total Costs</i>	\$263,510	\$404,983	\$581,007	\$704,793	\$779,796
<i>Total Funding</i>	\$370,825	\$456,052	\$735,691	\$819,281	\$1,031,291
<i>% From Formula Funding</i>	0	0	11%	10%	27%

Source: TAMU/TAMU-G proposal.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 0
Faculty (Reallocated)	\$ 529,588
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 47,781
Graduate Assistants (New)	\$ 212,838
Graduate Assistants (Reallocated)	\$ 1,574,592
Clerical/Staff (New)	\$ 0
Clerical/Staff (Reallocated)	\$ 79,638
Other	\$ 0
Student Support	\$ 279,652
Supplies and Materials	\$ 10,000
Library and IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
Total	\$ 2,734,089

Source: TAMU/TAMU-G proposal.

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 441,628
Other State Funding	\$ 70,200
Reallocation of Existing Resources	\$ 2,231,599
Federal Funding (In-Hand Only)	\$ 100,000
Tuition and Fees	\$ 569,713
Other	\$ 0
Total	\$ 3,413,140

Major Commitments:

The institution shall submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University-Main Campus, University Of California-Berkeley, University Of Illinois At Urbana-Champaign, University Of Michigan-Ann Arbor, University Of Minnesota-Twin Cities

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	33,317	62.6%	36,154	57.6%	35,920	56.4%
Hispanic	9,346	17.6%	13,120	20.9%	13,753	21.6%
African American	1,800	3.4%	2,239	3.6%	2,156	3.4%
Asian	2,602	4.9%	4,169	6.6%	4,596	7.2%
International	4,608	8.7%	5,192	8.3%	5,284	8.3%
Other & Unknown	1,546	2.9%	1,928	3.1%	1,985	3.1%
Total	53,219	100.0%	62,802	100.0%	63,694	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,400	3.3%	1,606	3.2%	1,564	3.0%
Other Institutions	462	1.1%	599	1.2%	535	1.0%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,036	.0%	\$9,412	.0%
2015	\$9,242	2.3%	\$9,520	1.1%
2016	\$9,494	2.7%	\$9,652	1.4%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%
2019	\$10,316	4.4%	\$10,357	3.7%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	33%	\$6,316	33%	\$6,463	34%	\$6,193
2017	32%	\$6,338	33%	\$6,430	33%	\$6,239
Federal, State, Institutional or Other Grants Known by Institutions						
2016	54%	\$8,300	52%	\$9,518	56%	\$12,898
2017	54%	\$8,252	52%	\$9,421	57%	\$13,178
Federal (Pell) Grants						
2016	22%	\$4,341	23%	\$4,346	21%	\$4,418
2017	21%	\$4,344	22%	\$4,358	20%	\$4,444

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Peer Group	
					Rate	Rate	
Cohort		7,174	8,513	9,670	Fall 2009 4-year	52.8%	
Total		95.7%	96.1%	96.3%	Fall 2013 4-year	61.3%	
Same		91.4%	91.5%	92.3%	Fall 2014 4-year	63.7%	
Other		4.2%	4.6%	4.1%	Fall 2008 5-year	79.6%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	82.0%	
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	83.8%	
Institution Persistence					Fall 2007 6-year	83.8%	
Cohort		7,599	8,481	8,501	Fall 2011 6-year	86.4%	
Total		94.5%	93.9%	94.1%	Fall 2012 6-year	86.0%	
Same		87.1%	85.5%	86.5%	National Comparison (IPEDS Definition)		
Other		7.4%	8.4%	7.6%	Cohort	OOS Peers	
Peer Group Persistence					Rate	Rate	
Cohort		7,332	8,017	8,530	Fall 2008 4-year	63.2%	
Total		93.8%	93.9%	94.2%	Fall 2012 4-year	68.6%	
Same		87.5%	87.9%	88.4%	Fall 2013 4-year	69.2%	
Other		6.3%	6.0%	5.8%	Fall 2007 5-year	80.8%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2011 5-year	83.6%	
					Fall 2012 5-year	83.6%	
					Fall 2006 6-year	84.2%	
					Fall 2010 6-year	86.0%	
Institution	Grade	Sem	SCH	Peer Group Average	Grade	Sem	SCH
					Fall 2011 6-year	86.2%	

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2014	8,336	9.15	129.93	7,949	9.12	129.92
FY 2017	10,087	9.20	130.00	9,158	9.10	128.00
FY 2018	10,942	9.20	130.00	9,623	9.00	127.00

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	87	69.0%
Peer Group	98	68.4%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,087	90.2%
Peer Group	7,506	89.7%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$404,716,671	31.4%	\$549,089,689	33.7%	\$567,222,890	32.4%
Federal Funds	\$128,033,026	9.9%	\$137,654,857	8.4%	\$146,772,258	8.4%
Tuition & Fees	\$351,591,714	27.3%	\$514,912,744	31.6%	\$554,419,655	31.6%
Total Revenue	\$1,289,313,180	100.0%	\$1,629,775,413	100.0%	\$1,752,189,468	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University-Main Campus, University Of California-Berkeley, University Of Illinois At Urbana-Champaign, University Of Michigan-Ann Arbor, University Of Minnesota-Twin Cities

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	35,920	56.4%
Hispanic	13,753	21.6%
African American	2,156	3.4%
Asian	4,596	7.2%
International	5,284	8.3%
Other & Unknown	1,985	3.1%
Total	63,694	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,564	3.0%
Other Institutions	535	1.0%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Entering		
Measure	Fall	Rate
4-year Rate Total	2014	58.2%
Same Institution		56.2%
Other Institutions		2.1%
5-year Rate Total	2013	82.5%
Same Institution		79.1%
Other Institutions		3.4%
6-year Rate Total	2012	86.3%
Same Institution		82.3%
Other Institutions		4.0%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2017	
Total	96.3%
Same	92.3%
Other	4.1%
2-Year Persistence, Fall 2016	
Total	94.1%
Same	86.5%
Other	7.6%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	9.20	130.00

Degrees Awarded	
Type	FY 2018
Bachelor's	11,820
Master's	3,134
Doctoral	716
Professional	264
Total	15,934

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	99.40%
Law	81.4%
Pharmacy	%
Nursing	%
Engineering	90.9%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	16,844	68.7%	52.4%
African American	1,761	50.9%	37.4%
Hispanic	9,583	60.8%	48.0%
Asian	4,805	76.6%	30.3%
International	1,455	66.7%	12.1%
Other	1,118	67.6%	43.5%
Total	35,566	66.6%	45.4%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,036	.0%	\$9,790	.0%
2015	\$9,242	2.2%	\$9,798	.1%
2016	\$9,494	2.7%	\$9,810	.1%
2017	\$9,707	2.2%	\$9,810	.0%
2018	\$9,882	1.8%	\$10,092	2.8%
2019	\$10,316	4.2%	\$10,398	2.9%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$10,316
On-campus Room & Board	\$10,436
Books & Supplies	\$1,222
Off-Campus Transportation & Personal Expenses	\$5,914
Total Cost	\$27,888

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	27.1%
Undergraduate Classes with > 50 Students	23.9%
% of Teaching Faculty Tenured/Tenure-track *	69.4%
Student/Faculty Ratio *	24:1

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	54%	\$8,252
Federal (Pell) Grants	21%	\$4,344
Federal Student Loans	32%	\$6,338

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$567,222,890	32.4%
Federal Funds	\$146,772,258	8.4%
Tuition & Fees	\$554,419,655	31.6%
Total Revenue	\$1,752,189,468	100.0%

Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY AT GALVESTON

Location: Galveston, Gulf Coast Region

Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, UT Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Oregon State University, University Of Delaware, University Of Illinois At Springfield, University Of Rhode Island, Western New Mexico University

Degrees Offered: Bachelor's, Master's

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	1,685	77.5%	1,460	73.1%	1,295	71.7%
Hispanic	309	14.2%	364	18.2%	348	19.3%
African American	57	2.6%	39	2.0%	39	2.2%
Asian	38	1.7%	48	2.4%	42	2.3%
International	22	1.0%	17	.9%	15	.8%
Other & Unknown	63	2.9%	70	3.5%	67	3.7%
Total	2,174	100.0%	1,998	100.0%	1,806	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	116	5.7%	66	3.6%	64	3.9%
Other Institutions	26	1.3%	12	.6%	9	.5%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$7,805	.0%	\$6,418	.0%
2015	\$9,630	23.4%	\$6,992	8.9%
2016	\$10,052	4.4%	\$7,366	5.3%
2017	\$10,752	7.0%	\$7,583	2.9%
2018	\$10,540	-2.0%	\$7,259	-4.3%
2019	\$11,606	10.1%	\$7,702	6.1%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	234	10.08	146.78	416	12.15	143.84
FY 2017	297	9.80	142.00	480	11.91	141.42
FY 2018	341	10.00	143.00	525	11.81	139.57

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	0%	\$0	37%	\$6,234	51%	\$7,068
2017	0%	\$0	38%	\$5,716	54%	\$6,411
Federal, State, Institutional or Other Grants Known by Institutions						
2016	0%	\$0	53%	\$4,710	63%	\$9,536
2017	0%	\$0	54%	\$5,002	62%	\$9,677
Federal (Pell) Grants						
2016	0%	\$0	38%	\$3,443	30%	\$4,213
2017	0%	\$0	38%	\$3,444	28%	\$4,220

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
				Cohort	Institution Rate	Peer Group Rate
Enter Fall 2012		Enter Fall 2016	Enter Fall 2017	Fall 2009 4-year	28.0%	20.0%
Cohort	511	439	427	Fall 2013 4-year	40.5%	24.2%
Total	90.2%	91.1%	89.0%	Fall 2014 4-year	44.9%	26.7%
Same	54.6%	53.8%	58.3%	Fall 2008 5-year	58.9%	37.4%
Other	35.6%	37.4%	30.7%	Fall 2012 5-year	62.6%	37.4%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2013 5-year	66.3%	41.8%
Enter Fall 2011		Enter Fall 2015	Enter Fall 2016	Fall 2007 6-year	58.4%	42.4%
Institution Persistence				Fall 2011 6-year	71.5%	45.7%
Cohort	593	533	439	Fall 2012 6-year	69.5%	45.0%
Total	85.2%	84.8%	87.0%	National Comparison (IPEDS Definition)		
Same	35.2%	43.7%	43.7%	Cohort	Institution Rate	OOS Peers Rate
Other	49.9%	41.1%	43.3%	Fall 2008 4-year	19.0%	19.5%
Peer Group Persistence				Fall 2007 5-year	28.0%	31.0%
Cohort	493	535	544	Fall 2006 6-year	30.0%	31.5%
Total	69.0%	72.9%	70.0%			
Same	45.8%	50.5%	49.8%			
Other	22.9%	22.4%	20.2%			

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	7	71.4%
Peer Group	103	41.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	504	78.2%
Peer Group	370	60.3%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$19,000,351	41.3%	\$27,823,059	42.3%	\$26,753,855	37.9%
Federal Funds	\$4,814,397	10.5%	\$5,264,215	8.0%	\$6,686,674	9.5%
Tuition & Fees	\$16,003,426	34.8%	\$21,755,094	33.1%	\$21,188,678	30.0%
Total Revenue	\$45,977,286	100.0%	\$65,772,523	100.0%	\$70,525,779	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY AT GALVESTON

Location: Galveston, Gulf Coast Region

Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, UT Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Oregon State University, University Of Delaware, University Of Illinois At Springfield, University Of Rhode Island, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	1,295	71.7%
Hispanic	348	19.3%
African American	39	2.2%
Asian	42	2.3%
International	15	.8%
Other & Unknown	67	3.7%
Total	1,806	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	64	3.9%
Other Institutions	9	.5%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Entering		Rate	
Measure	Fall	Rate	
4-year Rate Total	2014	44.9%	
Same Institution		31.1%	
Other Institutions		13.8%	
5-year Rate Total	2013	66.3%	
Same Institution		38.8%	
Other Institutions		27.5%	
6-year Rate Total	2012	69.5%	
Same Institution		34.2%	
Other Institutions		35.2%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017		
Total	89.0%	
Same	58.3%	
Other	30.7%	

2-Year Persistence, Fall 2016		
Total	87.0%	
Same	43.7%	
Other	43.3%	

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	10.00	143.00

Degrees Awarded	
Type	FY 2018
Bachelor's	462
Master's	61
Doctoral	3
Professional	0
Total	526

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	545	96.3%	45.1%
African American	29	82.8%	41.7%
Hispanic	221	92.3%	45.6%
Asian	22	90.9%	35.0%
International	4	100.0%	.0%
Other	36	88.9%	53.1%
Total	857	94.4%	45.0%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$7,805	.0%	\$6,319	.0%	Total Academic Cost
2015	\$9,630	19.0%	\$6,804	7.1%	On-campus Room & Board
2016	\$10,052	4.2%	\$7,122	4.5%	Books & Supplies
2017	\$10,752	6.5%	\$7,339	3.0%	Off-Campus Transportation & Personal Expenses
2018	\$10,540	-2.0%	\$7,025	-4.5%	Total Cost
2019	\$11,606	9.2%	\$7,424	5.4%	

[Rates of Tuition per SCH](#)
[Mandatory Fees](#)

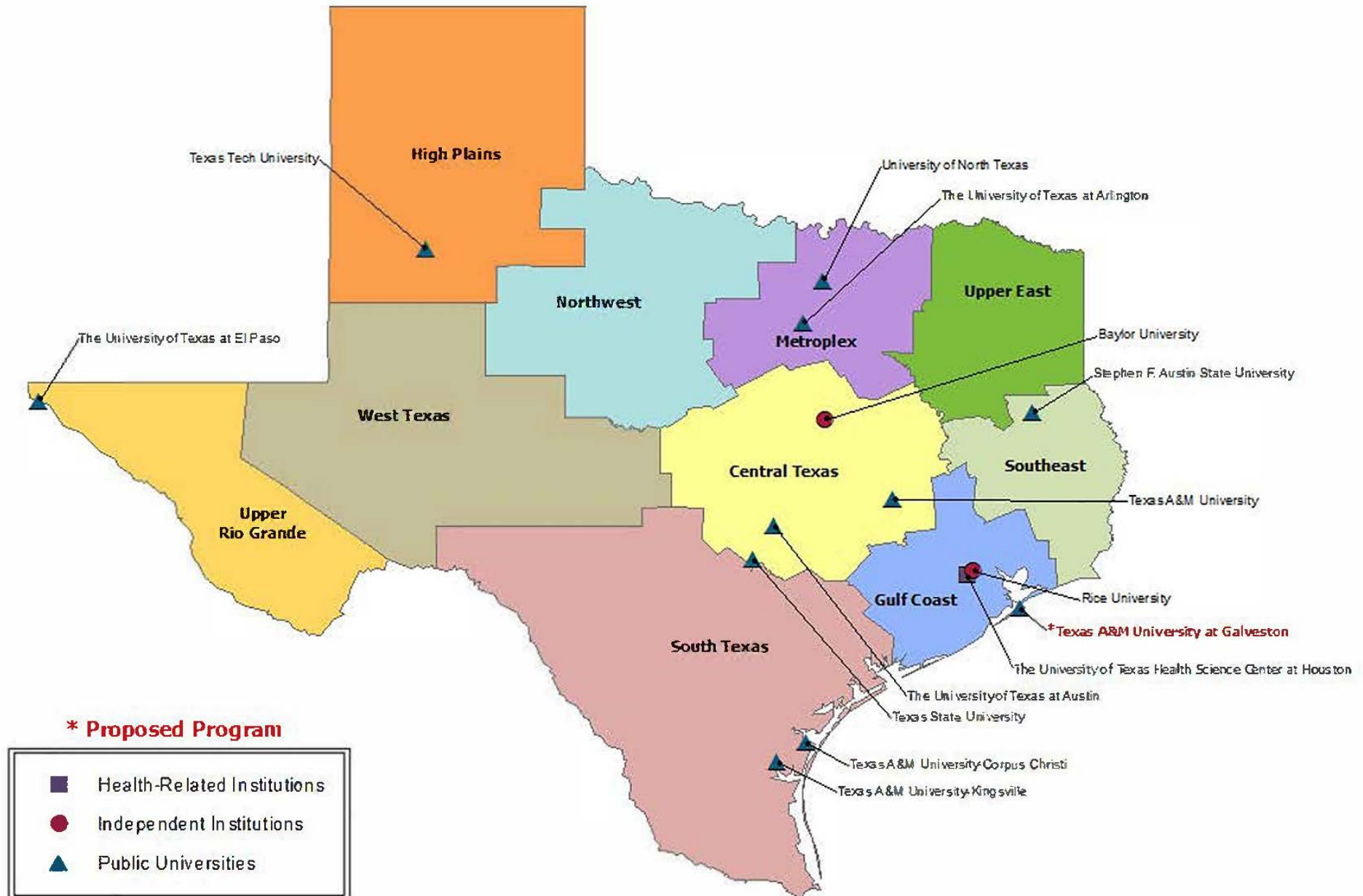
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	59.9%	
Undergraduate Classes with > 50 Students	8.2%	
% of Teaching Faculty Tenured/Tenure-track *	40.0%	
Student/Faculty Ratio *	19:1	

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$26,753,855	37.9%
Federal Funds	\$6,686,674	9.5%
Tuition & Fees	\$21,188,678	30.0%
Total Revenue	\$70,525,779	100.0%

* Fall 2017 Data

**Proposal for a Doctor of Philosophy (PhD) degree
with a major in Marine and Coastal Management and
Science**



AGENDA ITEM IX-C (5)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas Tech University Health Sciences Center-El Paso for a Doctor of Dental Medicine (DMD) degree with a major in Dental Medicine

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

Texas Tech University Health Science Center-El Paso (TTUHSC-El Paso) is proposing a Doctor of Dental Medicine (DMD) program. The proposed program would be the fourth general dentistry program in Texas and the only dental school in West Texas. The program would focus on developing dental practitioners trained to treat individuals in the diverse communities of West Texas and along the U.S.-Mexico border.

There is a demonstrated workforce demand for additional dentists in Texas, particularly dentists trained to serve rural and/or low-income communities. The American Dental Association ranks Texas 33rd in the U.S. for the number of dentists per 100,000 residents. In addition, the U.S. Health Resources and Services Administration identifies El Paso and the surrounding counties as dental Health Professional Shortage Areas (HPSAs), which means the areas do not have an adequate supply of dental care providers. TTUHSC-El Paso's location would provide dental students with the opportunity to interact with oral health patients in high-need communities.

The Texas Workforce Commission expects a 23.2 percent increase in available general dentistry positions statewide from 2016 through 2026. This increase would provide approximately 551 job openings per year due to growth and replacement. In 2018, the three Texas dental schools produced 317 general dentists, 234 fewer dentists than available jobs.

The proposed DMD program would complement the programs currently offered at TTUHSC-El Paso, including the Bachelor of Science in Nursing, Master of Science in Nursing, Master of Science in Biomedical Sciences, and Doctor of Medicine. These programs would provide opportunities for dental students to engage in a team-based, interprofessional learning environment alongside other medical students and health professionals.

In accordance with the institution's hiring schedule, TTUHSC-El Paso will hire 41 additional faculty members in the first five years of the program. TTUHSC-El Paso will hire 13 faculty members in the first year, 10 in the second year, 9 in the third year, 5 in the fourth year, and 4 in the fifth year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Texas Tech University Health Sciences Center- El Paso (*Accountability Peer Group: Health-Related Institutions*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	N/A*	72.9%
	Doctoral 10-Year Graduation Rate	N/A*	43.7%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		
	The institution has no recently approved doctoral programs. The institution has offered the Doctor of Medicine since 2013.		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		

***There are no 5-year and 10-year graduation rates available. The MS in Biomedical Sciences started in 2016 and the MSN started in 2018. The MD program began in 2013.**

Proposed Program:

The proposed 170 semester-credit-hour, face-to-face program would enroll up to 240 students by the fifth year of the program. TTUHSC-El Paso anticipates enrolling the first cohort of students in July 2021.

The TTUHSC-El Paso program would be unique in its focus on training dental practitioners to meet the needs of underserved communities in West Texas and along the U.S.-Mexico border. As part of the required coursework, students would also earn a certificate in community health with a focus on oral health patients in underserved communities. TTUHSC-El Paso utilizes a similar model with the existing Doctor of Medicine program. The model allows students to enhance Spanish language skills, experience community medicine and home visits, and experience the culturally diverse populations of the border region.

The institution estimates that five-year costs would total \$115,042,436.

Existing Programs:

There are three doctoral programs in general dentistry in Texas. There is no dental school in West Texas. The nearest general dentistry program is offered at The University of Texas Health Science Center at San Antonio, 541 miles from TTUHSC-El Paso.

Public Universities:

Texas A&M Health Science Center
The University of Texas Health Science Center at Houston
The University of Texas Health Science Center at San Antonio

In 2018, these institutions produced 317 general dentists. Data from the Texas Medical and Dental School Application Service showed that in 2017 there were 665 unduplicated applicants turned away from the existing dental programs in Texas.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	40	100	160	220	240
<i>Graduates</i>	0	0	0	38	58
<i>Avg. Financial Assistance</i>	\$24,700	\$25,125	\$25,557	\$25,997	\$26,253
<i>Students Assisted</i>	10	12	12	12	12
<i>Core Faculty (FTE)</i>	14	21.5	30.5	35.5	39.5
<i>Total Costs</i>	15,906,533	20,696,784	24,172,755	26,874,823	27,391,541
<i>Total Funding</i>	15,333,587	16,773,880	24,991,302	28,696,282	30,619,886
<i>% From Formula Funding</i>	0	0	17.7%	15.4%	31.8%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 56,768,128
Staff	\$ 11,527,420
Student Support (Scholarships)	\$ 2,204,000
Library, IT, Supplies, and Materials	\$ 2,812,000
Equipment	\$ 6,188,450
Facilities	\$ 18,378,076
Other (Institutional Support/Accreditation)	\$ 17,164,362
Total	\$ 115,042,436

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 18,593,745
Tuition and Fees	\$ 30,798,674
Special Item	\$ 45,000,000
Donor Funding	\$ 14,551,543
Clinical Revenue	\$ 7,470,975
Total	\$ 116,414,937

Major Commitments:

In accordance with the institution's hiring schedule, TTUHSC-El Paso will hire 41 additional faculty members in the first five years of the program. TTUHSC-El Paso will hire 13 faculty members in the first year, 10 in the second year, 9 in the third year, 5 in the fourth year, and 4 in the fifth year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and list of courses to be taught.

The institution will seek accreditation for its DMD degree program from the Commission on Dental Accreditation.

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Prospective Students, Parents and the Public

TEXAS TECH UNIVERSITY HEALTH SCIENCES-EL PASO

Location: El Paso, Upper Rio Grande Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers: Georgia Health Sciences University, Louisiana State University Health Sciences Center-, University Of Oklahoma Health Science Center

Degrees Offered: Bachelor's, Professional

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Enrollment

Fall 2018

Race/Ethnicity	Total Students		Medical Students		Physicians Certified in Residency*	
	Number	% of Total	Number	% of Total	Number	% of Total
White	397	54.5%	354	85.1%	0	.0%
Hispanic	236	32.4%	21	5.0%	0	.0%
African American	28	3.8%	1	.2%	0	.0%
Asian/Pacific Isl.	43	5.9%	34	8.2%	0	.0%
International	14	1.9%	3	.7%	0	.0%
Other & Unknown	11	1.5%	3	.7%	0	.0%
Total	729	100.0%	416	100.0%	257	100.0%

* Data for FY 2019

Student Success

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		
Year	Institution	Peer Group
FY 2018	96.00%	97.25%

Nursing and Allied Health Degrees, FY 2018		
Year	Institution	Peer Group
Bachelor's	121	331
Master's	0	174
Doctoral	0	11
Professional	0	33

First-time Licensure or Certification Examination Pass Rate

FY 2018

Field	Institution	Peer Group
Dental	N/A	91.7%
Allied Health	N/A	95.1%
Nursing	86.0%	94.7%
Pharmacy	N/A	94.0%
Medical	96.0%	97.3%

Research Expenditures

Year	Amount
FY 2018	\$12,530,054

Online Resume for Legislators and Other Policymakers

TEXAS TECH UNIVERSITY HEALTH SCIENCES-EL PASO

Location: El Paso, Upper Rio Grande Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers: Georgia Health Sciences University, Louisiana State University Health Sciences Center-, University Of Oklahoma Health Science Center

Degrees Offered: Bachelor's, Professional

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Enrollment			
Category	Fall 2013	Fall 2017	Fall 2018
Medical School Students	302	414	416
Total Enrollment	405	662	729
Physicians Certified in Residency	0	254	257

Student Success

Nursing and Allied Health Degrees Awarded						
Type	FY 2013		FY 2017		FY 2018	
	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group
Bachelor's	0	0	118	329	121	331
Master's	0	0	0	144	0	174
Doctoral	0	0	0	12	0	11
Professional	0	0	0	33	0	33

Research Expenditures

Year	Amount
FY 2017	\$16,463,357
FY 2018	\$12,530,054

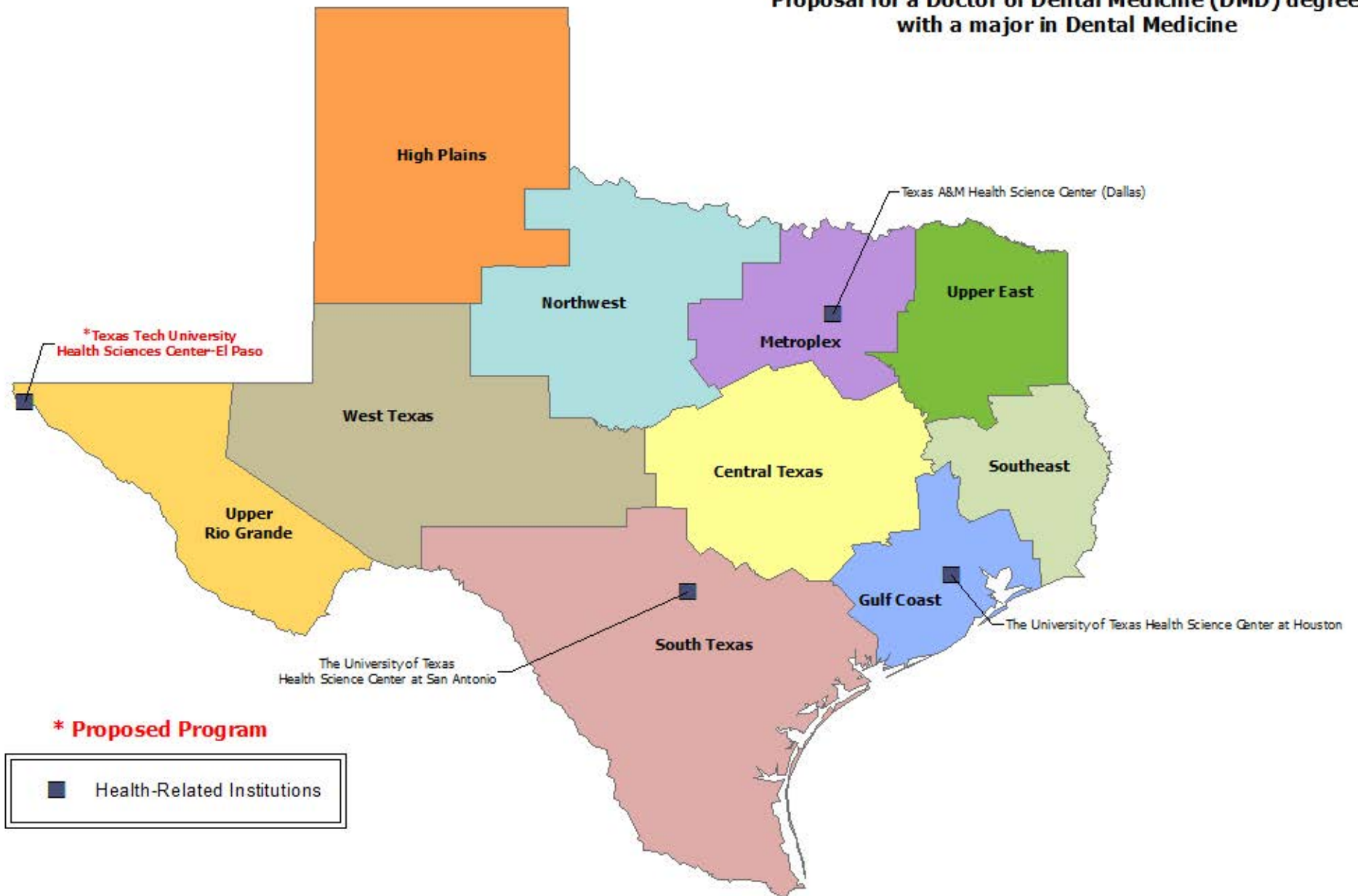
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License

Year	Institution	Peer Group
FY 2013	.	97.08%
FY 2017	95.00%	96.00%
FY 2018	96.00%	97.25%

Funding

Total Appropriated Funds Including Faculty and Staff Health and Retirement		Total Amount of Money from Any Source Available in FY	
Year	Amount	Year	Amount
FY 2017	\$79,346,082	FY 2017	\$195,134,285
FY 2018	\$81,774,299	FY 2018	\$204,721,889

Proposal for a Doctor of Dental Medicine (DMD) degree with a major in Dental Medicine



AGENDA ITEM IX-C (6)

Consideration of adopting the Committee's recommendation to the Board relating to the request from the University of Houston for a Master of Science (MS) degree with a major in Engineering Data Science

RECOMMENDATION: Approval, beginning spring 2020

Rationale:

The University of Houston (UH) is proposing a Master of Science (MS) in Engineering Data Science. The proposed face-to-face program would provide engineering students a broad knowledge in the field of data science. This proposed program would distinguish itself by providing a combination of both engineering and big data foundational components of data science (competence in statistics, data-mining, big data analytics, machine learning, etc.) with specific application to engineering. Students would acquire understanding through discipline-specific courses and projects. The purpose of the proposed program is to use data science to solve engineering problems.

Data from the U.S. Bureau of Labor Statistics (BLS) estimates a national average of 20,800 openings for related jobs for the proposed program in engineering data science each year from 2016 through 2026. The Texas Workforce Commission (TWC) indicates a state average of 1,732 annual job openings for related jobs for the proposed program in engineering data science.

By 2019 the Big Data Analytics market -- just one slice of the larger Data Science and Analytics (DSA) market -- will grow to more than \$187 billion ([https://www.informationweek.com/big-data/big-data-analytics/big-data-analytics-sales-will-reach-\\$187-billion-by-2019/d/d-id/1325631](https://www.informationweek.com/big-data/big-data-analytics/big-data-analytics-sales-will-reach-$187-billion-by-2019/d/d-id/1325631)). A recent Massachusetts Institute of Technology (MIT) Sloan Management Review found that 40 percent of the companies surveyed were struggling to find and retain data analytics talent. Demand for data-driven decision makers will comprise one-third of the data savvy professional job market, with a projected increase of 110,000 positions by 2020.

In accordance with the institution's proposed hiring schedule, UH will hire two additional faculty members. Both faculty members will be hired in year three starting in fall 2022. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of engineering data science courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The University of Houston (*Accountability Peer Group: Emerging Research*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes** No

The University of Houston has four related degree programs:

MS in Statistics and Data Science (2017)

MS in Business Analytics (2019)

MS in Cybersecurity (2002)

PhD in Measurement, Quantitative Methods, and Learning Sciences (1994)

Proposed Program:

The proposed 30 Semester Credit Hours, face-to-face program would provide students with a basic grounding in data science methods and tools and enable them to use this knowledge in a specific area of engineering. Engineering Data Science is an applied field that encompasses data collection, data clean-up and structuring, data analysis, predictive modeling, data-driven decision making, and data-driven design of engineered systems. These knowledge and skill sets would be critical in addressing the technological challenges facing the workforce, because the traditional perspectives in engineering are evolving. In addition, the proposed program would prepare students for a wide-range of data-centric careers in technology and engineering, consulting, science, policy-making, and communications. Marketable skills that will be acquired during the proposed program include analytical, technical and computer, structured query language (SQL), communication, data collection, data management, statistical, and data visualization skills. In addition, students would also learn artificial intelligence, machine learning, big data, and data science skills.

The institution estimates that five-year costs would total \$2,260,000. Formula funding would represent 27 percent of all funding at \$746,153. Total funding is estimated to be \$4,622,945.

Estimated Five-Year Costs	
Personnel	\$ 2,080,000
Facilities and Equipment	\$ 0
Library, Supplies, and Materials	\$ 0
Other (student support/scholarships)	\$ 180,000
Total	\$ 2,260,000

Estimated Five-Year Funding	
Formula Funding	\$ 746,153
Reallocated Funds	\$ 0
Tuition and Fees	\$ 3,876,792
Other	\$ 0
Total	\$ 4,622,945

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Programs is: **Moderate**

Number of institutions with master’s degree programs in the state with the same 6-digit CIP (14.0101): **10**

Public Institutions	Independent Colleges and Universities
Lamar University	Baylor University
Texas State University	LeTourneau University
Texas A&M University	
Prairie View A&M University	
Texas Tech University	
The University of Texas at El Paso	
The University of Texas at Tyler	
West Texas A&M University	

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0101): **1**

Prairie View A&M University

Job Market Need: **Strong**

Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A

Student Demand: **Strong**

Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	Yes	No	N/A
Student surveys	Yes	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	18	40	60	85	123
<i>Student FTE*</i>	20	35	50	70	90
<i>Core Faculty Headcount</i>	5	5	7	7	7
<i>Core Faculty FTE</i>	2.9	2.9	4.9	4.9	4.9

*The proposed program anticipates the majority of students to enroll full-time.

Major Commitments:

In accordance with the institution's proposed hiring schedule, UH will hire two additional faculty members. Both faculty members will be hired in year three starting in fall 2022. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of engineering data science courses to be taught.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

Emerging Research Accountability Peer Group: Texas State Univ, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, UT San Antonio, Univ of North Texas

Out-Of-State Peers: University Of Cincinnati-Main Campus

0000, University Of Illinois At Chicago

0000, University Of New Mexico-Main Campus

0000, University Of Oklahoma-Norman Campus

0000, University Of South Carolina

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	12,140	30.7%	11,629	25.6%	11,417	24.6%
Hispanic	10,188	25.8%	13,873	30.6%	14,725	31.8%
African American	4,587	11.6%	4,884	10.8%	5,025	10.8%
Asian	7,745	19.6%	9,415	20.8%	9,666	20.9%
International	3,733	9.4%	3,865	8.5%	3,675	7.9%
Other & Unknown	1,147	2.9%	1,698	3.7%	1,816	3.9%
Total	39,540	100.0%	45,364	100.0%	46,324	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	2,610	8.6%	4,011	11.1%	4,047	10.8%
Two-Year Institutions	495	1.6%	777	2.2%	831	2.2%
Other Institutions						

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,345	.0%
2015	\$10,331	4.5%	\$9,598	2.7%
2016	\$10,331	.0%	\$9,777	1.9%
2017	\$11,078	7.2%	\$10,201	4.3%
2018	\$11,078	.0%	\$10,443	2.4%
2019	\$10,890	-1.7%	\$10,712	2.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	40%	\$6,870	46%	\$6,403	41%	\$6,147
2017	39%	\$6,821	46%	\$7,469	41%	\$6,876
Federal, State, Institutional or Other Grants Known by Institutions						
2016	57%	\$7,042	57%	\$7,308	67%	\$8,109
2017	56%	\$7,204	57%	\$7,502	72%	\$7,943
Federal (Pell) Grants						
2016	37%	\$4,168	37%	\$4,231	31%	\$4,295
2017	37%	\$4,242	37%	\$4,226	30%	\$4,304

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort		3,359	4,263	4,746	Fall 2009 4-year	21.6%	27.4%
Total		92.4%	90.9%	90.7%	Fall 2013 4-year	34.1%	34.4%
Same		84.6%	84.3%	84.9%	Fall 2014 4-year	38.8%	36.7%
Other		7.7%	6.5%	5.9%	Fall 2008 5-year	43.7%	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	56.7%	54.6%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	58.4%	55.9%
Institution Persistence					Fall 2007 6-year	55.0%	57.6%
Cohort		3,564	4,004	4,249	Fall 2011 6-year	61.4%	60.8%
Total		83.5%	83.5%	84.3%	Fall 2012 6-year	66.2%	62.6%
Same		68.5%	72.5%	73.5%	National Comparison (IPEDS Definition)		
Other		15.0%	11.1%	10.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	16.0%	30.0%
Cohort		3,494	4,012	4,030	Fall 2012 4-year	23.0%	34.4%
Total		81.5%	82.5%	82.4%	Fall 2013 4-year	25.0%	36.0%
Same		64.3%	67.8%	68.7%	Fall 2007 5-year	36.0%	53.8%
Other		17.2%	14.7%	13.7%	Fall 2010 5-year	43.0%	56.8%
					Fall 2012 5-year	45.0%	58.2%
					Fall 2006 6-year	46.0%	59.3%
					Fall 2010 6-year	51.0%	61.8%
					Fall 2011 6-year	54.0%	62.6%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree							
Institution Grade	Sam	SCH	Peer Group Average Grade	Sam	SCH		

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	4,296	11.26	144.45	3,391	10.91	142.56
FY 2017	4,793	11.00	142.00	3,929	10.72	139.00
FY 2018	5,335	11.00	141.00	4,194	10.62	138.12

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	55	52.7%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,304	77.8%
Peer Group	3,202	74.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$238,032,558	28.8%	\$284,455,030	27.5%	\$286,994,293	25.9%
Federal Funds	\$124,274,775	15.0%	\$126,578,428	12.3%	\$137,471,808	12.4%
Tuition & Fees	\$283,284,674	34.2%	\$351,843,198	34.1%	\$356,456,926	32.2%
Total Revenue	\$827,665,251	100.0%	\$1,033,115,696	100.0%	\$1,106,201,666	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

Emerging Research Accountability Peer Group: Texas State Univ, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, UT San Antonio, Univ of North Texas

Out-Of-State Peers: University Of Cincinnati-Main Campus

0000, University Of Illinois At Chicago

0000, University Of New Mexico-Main Campus

0000, University Of Oklahoma-Norman Campus

0000, University Of South Carolina

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	11,417	24.6%
Hispanic	14,725	31.8%
African American	5,025	10.8%
Asian	9,666	20.9%
International	3,675	7.9%
Other & Unknown	1,816	3.9%
Total	46,324	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	4,047	10.8%
Other Institutions	831	2.2%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure		Entering	Rate
		Fall	
4-year Rate Total		2014	38.8%
Same Institution			36.3%
Other Institutions			2.5%
5-year Rate Total		2013	58.4%
Same Institution			54.0%
Other Institutions			4.4%
6-year Rate Total		2012	66.2%
Same Institution			59.5%
Other Institutions			6.7%
Grad Rates by Ethnicity			

1-Year Persistence, Fall 2017	
Total	90.7%
Same	84.9%
Other	5.9%
2-Year Persistence, Fall 2016	
Total	84.3%
Same	73.5%
Other	10.8%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	11.00	141.00

Degrees Awarded	
Type	FY 2018
Bachelor's	7,415
Master's	2,038
Doctoral	381
Professional	449
Total	10,283

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	95.70%
Law	83.8%
Pharmacy	97.0%
Nursing	%
Engineering	85.3%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,276	73.8%	30.9%
African American	4,027	44.7%	35.6%
Hispanic	8,916	55.5%	36.4%
Asian	4,166	82.2%	42.7%
International	991	66.6%	25.8%
Other	586	74.4%	34.4%
Total	22,962	62.8%	36.1%

Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	24.4%	
Undergraduate Classes with > 50 Students	22.8%	
% of Teaching Faculty Tenured/Tenure-track *	59.7%	
Student/Faculty Ratio *	23:1	

* Fall 2017 Data

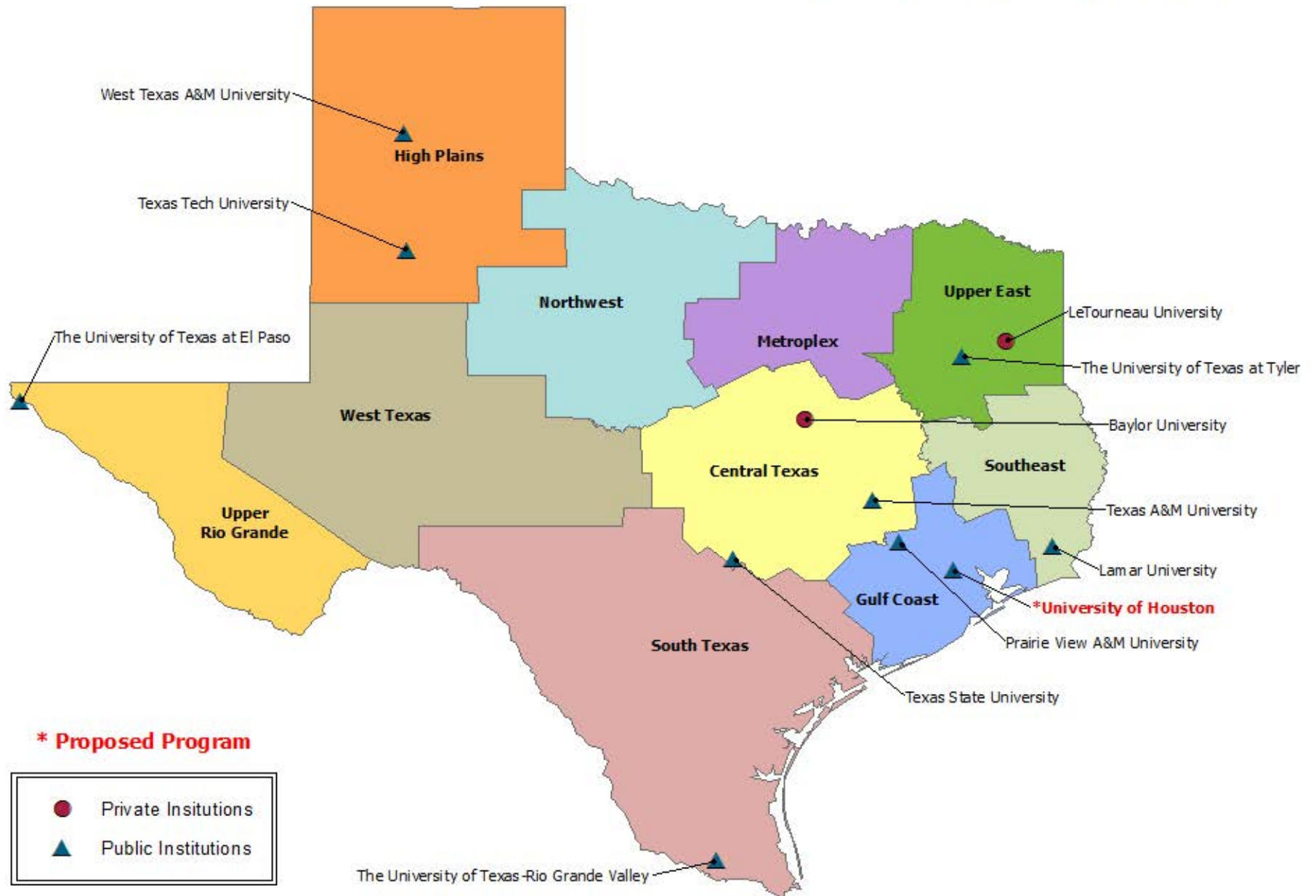
Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$9,888	.0%	\$9,267	.0%	Total Academic Cost
2015	\$10,331	4.3%	\$9,493	2.4%	On-campus Room & Board
2016	\$10,331	.0%	\$9,698	2.1%	Books & Supplies
2017	\$11,078	6.7%	\$10,076	3.8%	Off-Campus Transportation & Personal Expenses
2018	\$11,078	.0%	\$10,352	2.7%	Total Cost
2019	\$10,890	-1.7%	\$10,687	3.1%	

[Rates of Tuition per SCH](#)
[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$7,204
Federal (Pell) Grants	37%	\$4,242
Federal Student Loans	39%	\$6,821

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$286,994,293	25.9%
Federal Funds	\$137,471,808	12.4%
Tuition & Fees	\$356,456,926	32.2%
Total Revenue	\$1,106,201,666	100.0%

Proposal for a Master of Science (MS) degree with a major in Engineering Data Science



AGENDA ITEM IX-C (7)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas Health Science Center at San Antonio for a Doctor of Philosophy (PhD) degree with a major in Health Sciences

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

The University of Texas Health Sciences Center at San Antonio (UTHSC-SA) is proposing a Doctor of Philosophy (PhD) degree in Health Sciences. The proposed degree program would be offered through a collaboration of the School of Health Professions and the Graduate School of Biomedical Sciences (GSBS). The proposed program would provide an opportunity for students with varying allied health backgrounds to seek advanced allied health education and would prepare currently practicing allied health professionals to be allied health faculty, researchers, and academic leaders in their current professions. The proposed distance education program would be offered in a hybrid format with over 50 percent online and also face-to-face delivery. The program would require completion of 98 semester credit hours (SCH) after the bachelor's degree, or 68 SCH after the master's degree.

The Association of Schools of Allied Health Professions (ASAHP) defines allied health as those health professions that are distinct from medicine and nursing. Allied health encompasses a broad group of health professionals who use scientific principles and evidence-based methods for the diagnosis, evaluation, and treatment of acute and chronic diseases; promote disease prevention and wellness for optimum health; and apply administration and management skills to support health care systems in a variety of settings.

Workforce need and projection data from the U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate a greater than average need for allied health professionals. From 2016 through 2026, the BLS projects a 26 percent increase in available allied health professional positions, and the TWC expects Texas will experience a 34 percent increase in allied health positions. In Texas and nationwide, the existing similar graduate programs are not producing enough graduates to fulfill allied health workforce needs.

The site-visit review team noted that there was a growing need for PhD programs in health sciences that teach the competencies health science faculty need: education, leadership, and research. The review team expected that there would be a growing demand for programs such as this, because increasingly faculty would need PhDs and, as the allied health fields grow, the PhD would increasingly be the required entry point. Given that the number of UTHSC-SA allied health master's program graduates exceeded 100 each year from 2014 to 2018, the proposed program is poised to attract the projected enrollment.

The institution also has two supporting doctoral programs: Doctor of Occupational Therapy (2016) and Doctor of Physical Therapy (2008).

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas Health Science Center at San Antonio (*Accountability Peer Group: Health-Related Institutions*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	93.2%	72.9%
	Doctoral 10-Year Graduation Rate ¹	71.9%	43.7%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for the one new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> Occupational Therapy (PhD, 2016) enrollment is 2 above expected (projected 40, enrolled 42) 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

Proposed Program:

UTHSC-SA proposes to offer a PhD program in Health Sciences beginning in fall 2020 with an incoming class of five students in Year 1 and increasing to an entering class size of 30 by Year 5.

The proposed curriculum consists of three major core areas: leadership principles, outcomes research in allied health, and teaching and educational leadership. The proposed hybrid program would be offered online (over 50%) and face-to-face, and would require 98 semester credit hours (SCH) after the bachelor's degree, or 68 SCH after the master's degree.

The required coursework in the proposed program is comparable to the other programs in Texas and the nation.

The institution would draw on its existing faculty to begin the program and identified 15 core faculty and 16 support faculty to be dedicated to the proposed program. Student financial assistance aligns with current PhD in Health Science programs in that they do not offer assistance. The institution estimates that five-year costs for the proposed program would total \$1,373,850.

¹ Graduation rate corrected from Accountability System (17.8%) based on identified reporting errors.

Existing Programs:

There are two similar programs in Texas, both offered by public universities. The University of Texas at El Paso (UTEP) and Texas Woman's University (TWU). Unlike UTHSC-SA's proposed program, neither UTEP nor TWU offer an online option, and both focus on public health. UTEP is located 689 miles from UTHSC-SA, while TWU is 313 miles from UTHSC-SA.

Public Universities:

The University of Texas at El Paso
Texas Woman's University

There are no existing programs within a 60-minute drive of proposed program.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	5	15	25	30	30
<i>Graduates</i>	0	0	4	9	9
<i>Avg. Financial Assistance</i>	\$0	\$0	\$0	\$0	\$0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty (FTE)</i>	3.8	3.8	3.8	3.8	3.8
<i>Total Costs</i>	\$222,500	\$276,300	\$286,899	\$291,636	\$296,515
<i>Total Funding</i>	\$136,001	\$208,003	\$481,427	\$557,713	\$557,713
<i>% From Formula Funding</i>	0	0	42%	43%	43%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 0
Faculty (Reallocated)	\$ 500,000
Program Administration	\$ 584,005
Clerical/Staff (Reallocated)	\$ 167,345
Equipment	\$ 25,000
Supplies and Materials	\$ 82,500
Other (travel)	\$ 15,000
Total	\$ 1,373,850

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 684,833
Other State Funding (differential tuition)	\$ 0
Reallocated Funds	\$ 500,000
Other Funding	\$ 756,024
Total	\$ 1,940,857

Major Commitments:

The institution shall submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

UT HEALTH SCIENCE CENTER-SAN ANTONIO

Location: San Antonio, South Texas Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers: Louisiana State University Health Sciences Center-, Oregon Health & Science University, University Of Oklahoma Health Science Center

Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment			
Category	Fall 2013	Fall 2017	Fall 2018
Medical School Students	876	858	858
Total Enrollment	3,148	3,270	3,280
Physicians Certified in Residency	725	775	779

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2014	\$7,338	\$5,081	\$6,570	\$5,328
FY 2018	\$8,454	\$4,925	\$8,009	\$6,540
FY 2019	\$8,949	\$5,853	\$8,287	\$6,725

Student Success									
Nursing and Allied Health Degrees Awarded						National Data: Nursing or Allied Health Degrees Awarded			
FY 2013		FY 2017		FY 2018		FY 2012		FY 2016	
Type	Peer Institution	Peer Group	Institution	Peer Group	Institution	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Bachelor's	455	308	396	329	391	331			
Master's	139	134	127	144	204	174			
Doctoral	6	8	12	12	10	11			
Professional	63	38	39	33	40	33			

Research Expenditures	
Year	Amount
FY 2013	\$156,424,014
FY 2017	\$164,473,205
FY 2018	\$173,522,815

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2013	39.00%	28.61%
FY 2017	21.00%	25.85%
FY 2018	21.00%	26.85%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License		
Year	Institution	Peer Group
FY 2013	97.67%	97.08%
FY 2017	89.00%	96.00%
FY 2018	98.00%	97.25%

Funding			
Total Appropriated Funds Including Faculty and Staff Health and Retirement		Total Amount of Money from Any Source Available in FY	
Year	Amount	Year	Amount
FY 2014	\$181,696,785	FY 2014	\$605,414,678
FY 2017	\$180,339,328	FY 2017	\$637,966,722
FY 2018	\$184,176,527	FY 2018	\$646,180,471

Online Resume for Prospective Students, Parents and the Public

UT HEALTH SCIENCE CENTER-SAN ANTONIO

Location: San Antonio, South Texas Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers: Louisiana State University Health Sciences Center-, Oregon Health & Science University, University Of Oklahoma Health Science Center

Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Fall 2018						
Race/Ethnicity	Total Students		Medical Students		Physicians Certified in Residency*	
	Number	% of Total	Number	% of Total	Number	% of Total
White	1,330	40.5%	399	46.5%	0	.0%
Hispanic	1,077	32.8%	168	19.6%	0	.0%
African American	183	5.6%	57	6.6%	0	.0%
Asian/Pacific Isl.	430	13.1%	181	21.1%	0	.0%
International	97	3.0%	0	.0%	0	.0%
Other & Unknown	163	5.0%	53	6.2%	0	.0%
Total	3,280	100.0%	858	100.0%	779	100.0%

* Data for FY 2019

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2019	
Type of Cost	Average Amount
Undergraduate	\$8,949
Graduate	\$8,287
First-time Medical Student	\$18,621

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

[Amount & Percent of Tuition Increase \(UGrad\)](#)

[Amount & Percent of Tuition Increase \(Grad\)](#)

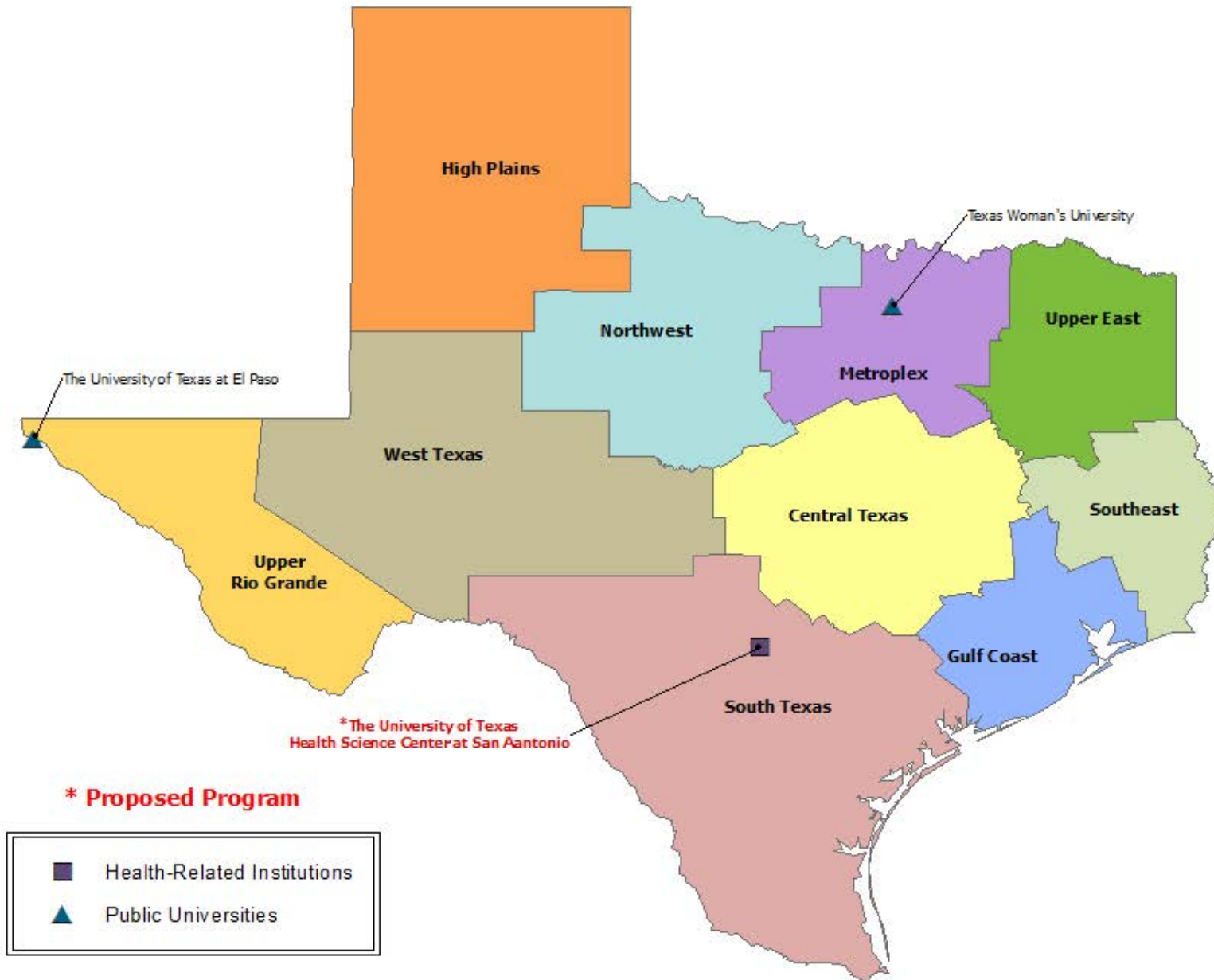
Financial Aid		
Need-based Aid for Graduate Students (GS)		
Fall 2017		
Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	47.6%	\$2,929
Loans		.
Work Study		.
Grants, Scholarships, Loans or Workstudy	49.8%	\$3,102

Student Success								
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License			Percent of Medical School Students Practicing Primary Care in Texas after Graduation			Nursing and Allied Health Degrees, FY 2018		
						Year	Institution	Peer Group
Year	Institution	Peer Group	Year	Institution	Peer Group	Bachelor's	391	331
FY 2018	98.00%	97.25%	FY 2018	21.00%	26.85%	Master's	204	174
						Doctoral	10	11
						Professional	40	33

First-time Licensure or Certification Examination Pass Rate		
FY 2018		
Field	Institution	Peer Group
Dental	86.0%	91.7%
Allied Health	92.0%	95.1%
Nursing	100.0%	94.7%
Pharmacy	N/A	94.0%
Medical	98.0%	97.3%

Research Expenditures	
Year	Amount
FY 2018	\$173,522,815

**Proposal for a Doctor of Philosophy (PhD) degree
with a major in Health Sciences**



AGENDA ITEM IX-D

Consideration of adopting the Certification Advisory Council and Commissioner Paredes' recommendation to the Board relating to a request from Burrell College of Osteopathic Medicine for an initial Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval contingent on conditions being met

Background Information:

Burrell College of Osteopathic Medicine, LLC (Burrell or BCOM), Las Cruces, New Mexico, seeks approval for an initial Certificate of Authority to establish and coordinate clinical clerkship rotations in Texas for third-year and fourth-year medical students through the establishment of a Regional Education Center in El Paso, Texas for its Doctor of Osteopathic Medicine degree. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, the institution must have obtained accreditation from an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB).

The mission of the Burrell College of Osteopathic Medicine is to improve the health of the Southwestern United States and Northern Mexico "through culturally humble undergraduate, graduate, and continuing osteopathic medical education, research and clinical service to the community." Burrell is focused on increasing diversity in the physician workforce and fostering a practice of life-long learning, compassion, respect, and excellence in its students.

Burrell has applied for an initial Certificate of Authority as the institution works toward accreditation by the Higher Learning Commission, an accrediting agency recognized by the THECB. Burrell is also pre-accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA). Burrell anticipates pre-accreditation status will remain until Burrell graduates its first class in spring 2020, at which time it will become eligible for full programmatic accreditation. The initial Certificate of Authority would be valid from October 2019 to October 2021.

An on-site evaluation was conducted at Burrell on February 5 through 7, 2019. The THECB's Certification Advisory Council (CAC) reviewed the evaluation team's report and Burrell's response to the evaluation report at its April 30, 2019, meeting. A quorum of five members participated in the meeting. The CAC members voted 5 to 0 to recommend approval by the Board of Burrell College of Osteopathic Medicine, LLC's application for an initial Certificate of Authority, with the following restrictions or conditions, as suggested by THECB staff:

- Burrell must continue to meet requirements of and be authorized by the New Mexico Higher Education Department;

- Burrell may not pay hospitals, clinics, or other entities for clerkship rotations now or in the future; and
- Burrell is limited to 50 students per class completing a clerkship rotation in El Paso at any time.

The Texas Tech Health Sciences Center in El Paso objected to the granting of a Certificate of Authority, raising concerns about the availability of enough clerkships (3rd and 4th year rotations) in the El Paso region to accommodate both Burrell and the Paul Foster School of Medicine (PFSOM). The Committee on Academic and Workforce Success (CAWS) decided to postpone the item to the Board meeting in July. Coordinating Board staff made an attempt to craft a compromise between the two, but no agreement was reached. The item was removed from the July Board meeting agenda.

However, discussions continued. The result was a signed Memorandum of Understanding (MOU) between Burrell and PFSOM. The CAC has been apprised of the terms of the agreement and agree they should be accepted. Commissioner Paredes' recommendation was to grant the COA with the terms of the MOU serving as the appropriate restrictions on Burrell's clerkships in El Paso County. In consideration of the signed MOU acting as restrictions on the activities of Burrell under the Certificate of Authority, the Texas Tech Health Science Center-El Paso withdrew its objections to the Certificate of Authority. The MOU provides the flexibility needed to protect the interests of the students of both entities. The conditions as outlined in the MOU are:

1. Once accredited by an accrediting agency recognized by the U.S. Department of Education and the Texas Higher Education Coordinating Board, BCOM must maintain full accreditation and continue to meet the requirements of, and be authorized by, the New Mexico Higher Education Department to operate as an institution of higher education.
2. BCOM shall not pay or provide, or cause to be paid or provided, any financial incentives, gifts or donations to hospitals, clinics, physicians, or other entities or health care professionals for clerkship rotations now or in the future:
3. BCOM will confer with the Dean of the PFSOM in December of each year beginning in 2019, to determine the size of the cohort of students designated for clinical assignment in El Paso County for the following July. The size of the cohort of students must be mutually agreed to by the parties: however, in no event will the annual number of medical students exceed 30 per class:
4. At the request of PFSOM, BCOM will reduce the number of designated students to the extent necessary to enable PFSOM to make application for and accommodate future class size increases or to offset identified current specialty shortages.

Subsequent to the MOU between Burrell and PFSOM, a letter of objection, dated September 16, 2019, was received from Dr. Stephen Spann, Founding Dean of the College of Medicine at the University of Houston. CAWS tabled consideration of Burrell's application until the letter could be reviewed. Dr. Don Peska, Dean and Chief Academic Officer for Burrell, responded to Dr. Spann's letter on October 1, 2019, providing a

summary of his conversation with Dr. Spann and providing a response to concerns raised by Texas public medical schools.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.



Office of the Dean

October 1, 2019

Harrison Keller, PhD, Commissioner
Texas Higher Education Coordinating Board
-SENT VIA EMAIL-

Re: University of Houston Comments

Dear Dr. Keller,

We have received a copy of the comments submitted to the Coordinating Board by Dr. Stephen Spann, Founding Dean of the College of Medicine at the University of Houston. Earlier today Dr. Spann and I spoke by phone in an effort address his concerns and clarify the purpose of Burrell College seeking a Certificate of Authority.

Our initial conversation spoke to the technical issues regarding our expiring NC-SARA designation and our application for regional accreditation by the Higher Learning Commission. In this regard, Dr. Spann recognized that our accreditation situation was unique as was our geography. For the most part, however, we focused on the risk that the success of our petition might pose in triggering a flood of applications from other schools around the country thereby consuming the training resources currently available in the state. We were in agreement that neither of us wanted to see that happen and would be willing to work together to seek state-mandated controls such as those that Burrell College has already agreed to in its MOU with Texas Tech University Paul Foster School of Medicine.

It was clear that we have several goals in common. Among those are limiting the escalating costs of medical education and subsequent student indebtedness, increasing the primary care workforce and access to care in the State of Texas, and increasing access to medical education and training for Texas residents, particularly those from underserved communities. In short, I believe we found the common ground that mitigated Dr. Spann's concerns. At the conclusion of our call he acknowledged that I would be providing this summary to the Board. He indicated that he would welcome a call from your office confirming the substance of our conversation and that providing the context of our petition afforded him a greater understanding of the matter at hand. He, in turn, would be reaching out to Texas Tech University to ascertain their impressions of the MOU that they agreed to.

Lastly, in order to better facilitate the Board's understanding of our efforts to allay the concerns that have been brought forward during this approval process, the college has prepared the attached summary of its responses. Please disseminate these comments as you see fit. We will welcome any further inquiries that will foster clarity ahead of our upcoming hearing with the Board.

A handwritten signature in black ink, appearing to read "Don N. Peska".

Don N. Peska, DO, MEd
Professor of Surgery
Dean and Chief Academic Officer

CC: Board Member of THECB

3501 Arrowhead Drive, Las Cruces, New Mexico 88001, (575)674-2201

The Value of BCOM for El Paso and the State of Texas

Recent letters from medical schools in Texas have raised several concerns as it pertains to the Burrell College of Osteopathic Medicine's (BCOM) application for a certificate of authority. We respect the concerns and questions raised in these letters and have summarized our response to these concerns below.

On October 24th, 2019 the THECB will consider and vote on BCOM's application for a Certificate of Authority to continue its clinical clerkships in El Paso. BCOM's application, inclusive of a required, comprehensive site visit, has met all regulatory requirements and standards and has a recommendation of approval from the THECB's staff. Without approval of the Certificate of Authority, BCOM's 102 Texas students (40 from El Paso), 54% being underrepresented minorities, will be denied the opportunity to engage in clinical education in their home state due to the regulatory approval timeline. This would be detrimental to the State of Texas, its future physician workforce, and the underrepresented minority populations in which they serve, such as in El Paso.

Stated Issues & Concerns to THECB	Response to Concerns
BCOM is applying for certificate of authority in order pursue clinical activities (clerkships) in Texas and, should it be approved, this will displace Texas residents. Important to place Texas students first.	At no cost to the state of Texas, BCOM has already been training students in Texas for almost 2 years and has not diluted training capacity but rather increased capacity. BCOM has increased opportunities for Texas students as 102 of BCOM's students are from Texas of which 40 are from El Paso, TX. BCOM ranks number one in the nation among osteopathic medical schools for URM's and in the top 5 of all MD and DO medical schools in the nation. BCOM currently has 43 third year students conducting their clinical clerkships in El Paso. This number will be 30 as a result of BCOM's willingness to enter into a collaborative MOU with Texas Tech Paul Foster School of Medicine.
BCOM's presence will place cost pressures on state funded Texas medical schools and will give similarly situated out of state medical schools' similar opportunities.	<p>BCOM actually establishes a positive precedent in support of other Texas medical schools as it reduces cost pressures. There are 162 El Paso physicians who have, without any compensation, voluntarily joined BCOM's clinical faculty to train BCOM's students in El Paso. The same holds true with El Paso's major hospitals. These 162 physicians represent approximately 10% of the 1,500 physicians in El Paso county and did not dilute resources from Texas Tech Paul Foster School of Medicine but rather increased medical education resources. BCOM has also been recognized by HCA Las Palmas Del Sol Healthcare as the procuring cause for the development of new graduate medical education residency programs in El Paso. All Texas medical students are eligible to apply or these residencies.</p> <p>For many years now, NC-SARA , the state-to-state compact among all states in the nation except California, which is much less restrictive than a Texas certificate of authority, has enabled US based medical schools to send their students for clinical field experiences (clerkships) outside of their respective state boundaries. Despite this ease of entry, there has not been a flood of out of state US medical schools coming to Texas.</p> <p>There are no similarly situated US medical schools that have the same geographical, familial, socioeconomic and cultural ties to a Texas city as that of BCOM; as evidence by El Paso's major healthcare systems, community organizations, leaders and elected officials overwhelming support for BCOM. As such, it is nearly impossible for any other medical school to replicate BCOM's natural ties and mutually beneficial relationship with Texas.</p>
Concern over tax-paying, investor owned private medical schools.	Rice University, Houston, Texas via Rice Management Company who manages their endowment is the single largest owner of BCOM. Rice University identified with BCOM's mission of improving the health of the Southwest, which includes the vulnerable Hispanic population of the region. BCOM is held to the same national accreditation standards as all other osteopathic medical schools. In terms of the cost to students. Of the 90 US private MD and DO medical schools (86: private not-for-profit and 4: private investor-owned), BCOM is ranked 72 nd in tuition cost; meaning 71 of the 90, or 79% of the private medical schools post higher tuition rates.

UNIVERSITY of HOUSTON

College of Medicine
Office of the Dean

Stephen J. Spann, M.D., M.B.A.
Founding Dean, College of Medicine
Vice President, Medical Affairs

September 16, 2019

Harrison Keller, Ph.D.
Commissioner, Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711-2788

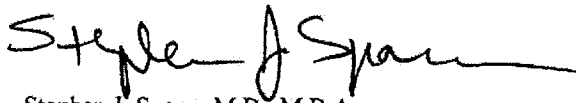
Dear Commissioner Keller:

The University of Houston (UH) remains concerned with the request by the Burrell College of Osteopathic Medicine (BCOM) in Las Cruces, New Mexico, for a Certificate of Authority to pursue clinical educational activities for their third and fourth year students at Texas hospitals and medical practices. While we are aware that BCOM and the Texas Tech Paul Foster School of Medicine (PLFSOM) have reached an agreement and signed a memorandum of understanding, it is still our belief that this request may have unintended negative impacts upon medical student education in Texas, including, but not limited to, displacing Texas medical students in restricted clinical training settings, and an increase in medical education costs.

As you are well aware, Texas faces an extended physician shortage. As such, UH along with other existing state funded medical schools and Baylor College of Medicine have been diligently working to increase class size and maintain low tuition costs to provide broader access to students in Texas. The Texas Legislature directed Texas medical schools to give first priority to educating Texas residents; however, should the BCOM's request be granted by The Texas Higher Education Coordinating Board (THECB), access for Texas students, quality of training, and low tuition costs may be unattainable moving forward, because other similarly situated colleges of medicine will likely pursue similar relationships within other regions of our state.

The University of Houston would encourage THECB to move cautiously towards approval of this request, and respectfully asks for further conversations regarding the larger state public policy impact that granting certificates of authority to offer degrees to out-of-state for-profit schools may have on our state funded medical schools. We look forward to working with you to address these concerns, and thank you for your service to the State of Texas.

Sincerely,



Stephen J. Spann, M.D., M.B.A.
Founding Dean, College of Medicine
Vice-President for Medical Affairs
University of Houston

cc. Texas Higher Education Coordinating Board Members

AGENDA ITEM IX-E

Consideration of adopting the Committee's recommendation to the Board relating to the report on the effectiveness of the Advise TX program (Rider 51, 86th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff request approval of the report to the Governor and Legislative Budget Board in response to General Appropriations Act, House Bill 1, Article III, Section 51, (Rider 51), 86th Texas Legislature, Regular Session, which requires the THECB to evaluate the effectiveness of the Advise TX program.

Advise TX is a partner program of the national College Advising Corps (CAC) and a priority program of the current Texas higher education plan, *60x30TX*. Advise TX places recent university graduates on high school campuses as near-peer college advisers to lead low-income and first-generation students to postsecondary education.

Currently, the THECB contracts with Texas A&M University, Texas Christian University, The University of Texas at Austin, and Trinity University, to hire 112 near-peer college advisers to serve 110 high schools. Each chapter recruits, hires, and trains its own graduates to serve as advisers in selected partner high schools.

Advise TX advisers receive intensive training that focuses on college access, financial aid, and other student services. Advisers provide admissions and financial aid advising to students and their families and help identify the college that best fits their career aspirations and academic preparation.

In response to Rider 51, the THECB, in coordination with the CAC, worked with Dr. Eric Bettinger, Associate Professor at Stanford University and Evaluation and Assessment Solutions for Education (EASE), to prepare a report on the impact of the Advise TX program on college-going rates. The report provides the program's impact on college enrollment and persistence.

During the 2018-2019 school year, Advise TX advisers met with nearly 50,000 Texas high school seniors and assisted with more than 41,000 college applications, 40,000 scholarship applications, and 29,500 FAFSA submissions.

Recently published Advise TX results from a randomized control trial study¹ conducted between 2011-12 and 2013-14 found that low-income and Hispanic students who met with an Advise TX adviser saw statistically significant college enrollment increases of 2 to 3 percentage points in the fall after high school graduation. More recently, an analysis of college enrollment

1. Bettinger, E., & Evans, B. (2019). [College guidance for all: A randomized experiment in pre-college advising](#). *Journal of Policy Analysis and Management*, 38(3), 579-599.

outcomes for the graduating class of 2017² found a similar impact. Overall, college enrollment rates improved by 1.2 percentage points for the low-income population when served by Advise TX. Additionally, African American students saw a 2.7 percentage point increase in four-year college attendance, and Hispanic students saw a positive increase in two-year college attendance.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

² This is the most recent graduating class for which full first-year enrollment data are available, given lags on enrollment data availability.

AGENDA ITEM IX-F

Consideration of adopting the Committee's recommendation to the Board relating to the Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education

RECOMMENDATION: Approval

Background Information:

Texas Education Code (TEC), Section 61.0664 requires that the Texas Higher Education Coordinating Board (THECB) collect and study data on the participation of persons with intellectual and developmental disabilities (IDD) at public institutions of higher education (IHEs). It further requires the THECB to conduct an ongoing study on the college recruitment of persons with IDD. The study is to "identify previously made recruitment efforts, limitations on recruitment and possible methods for recruitment." The purpose of the report is to identify previously made recruitment efforts, limitations on recruitment, and possible methods for recruitment. The report is to be submitted to the Governor and members of the Legislature by November 1 of each year.

Texas Education Code, Section 61.0663 mandates that the THECB maintain an inventory of postsecondary educational programs and services provided for persons with IDD by IHEs. Senate Bill 1017, 86th Texas Legislature, Regular Session, requires the inventory to be updated annually. The data from public institutions of higher education will be posted by institution on the THECB's website and updated annually.

On July 22, 2019, the THECB distributed a memorandum to the IDD reporting contacts of all Texas public higher education institutions with instructions for accessing the survey and a request that survey responses be submitted to the THECB by August 22, 2019.

The Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education is based on the results of that survey. It includes the number of institutions responding to the survey, a list of the survey questions, and, for those institutions reporting recruitment activities, a summary of their responses. In addition to the study on recruitment, TEC Section 61.0664 also requires that the THECB collect administrative data on students with IDD enrolled in public IHEs. Texas Administrative Code, Section 4.12 requires all IHEs to indicate whether an enrolled student is identified as having an IDD, which allows the agency to track their academic success. The report also includes summary information obtained through those data collection efforts. The report is provided under separate cover.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

AGENDA ITEM IX-G

Consideration of adopting the Committee's recommendation to the Board relating to the allocation of funds for Completion Models

Total Project Cost: up to \$320K
Source of Funds: Strategy D.1.3., Completion Models
Authority: General Appropriations Act, House Bill 1
Article III, Section 49, 86th Texas Legislature

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff request approval to award up to \$320,000 to institutions of higher education (IHEs) that successfully submit a Request For Application (RFA).

Funding will support scaling and enhancing comprehensive gateway course strategies and completion models to achieve the targets of the current Texas higher education plan, *60x30TX*. Institutions identify courses that have a high rate of failure (grades of D or F) or withdrawal and integrate research-based practices into these courses and institution practices to increase student success.

These models engage faculty/staff to increase student retention, student persistence, and completion rates. The target student populations are first-generation college students, with an emphasis on economically disadvantaged students. Such programs demonstrated noticeable differences in persistence; credit accumulation intervention had lower rates of withdrawal, higher ABC grade rates by the third year of implementation, and increased levels of faculty and student engagement.

The models will build upon the Comprehensive Student Success Program (CCSP), which was a previous initiative that partnered the THECB with IHEs (grantees) to address student success strategies to increase student persistence and success through targeted interventions in entry-level courses with high non-completion rates (D,F, and/or W). The previous CCSP initiative allocated \$446,273, and three IHEs (Texas Woman's University, University of Houston-Downtown, and North Central Texas College) reported significant student success increases for those engaged with CCSP compared to the average student at these respective institutions. Gibson Consulting Group conducted an external review of the program and contributed the increase in student success to Early Alert Systems, Intrusive Advising and Academic Counseling, Supplemental Instruction, Faculty and Staff Training, and ongoing Program Evaluation.

From Fall 2016 to Spring 2019, four institutions (University of North Texas-Dallas, McLennan Community College, Texas Southmost College, and Texas State Technical College-Waco,) have served as grantees for the College Readiness and Success (CRSM) Gateway Model. This program has produced 24,148 completers from the 34,721 students enrolled for a completion rate of 70 percent.

With the CRSM Gateway grant expiring at the end of August 2019, having a new completion model grant can ensure success for future grantees.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will be available to answer questions.

AGENDA ITEM IX-H

Consideration of adopting the Health Science Program of Study Advisory Committee's recommendation to the Board relating to courses required for the Respiratory Care Program of Study

RECOMMENDATION: Approval

Background Information:

The Health Science Program of Study Advisory Committee was charged with identifying the programs of study to be developed within the Health Science Career Cluster. A career cluster is a broad grouping of occupations with related knowledge, skills, and abilities. A Program of Study (POS) is the sequence of courses students need to complete to develop the foundational skills for an entry-level position in the occupation. The Health Science POS Advisory Committee named several subcommittees to focus on each discipline-specific program of study.

The Respiratory Care POS Subcommittee was created to identify the block of courses that should be included in the Respiratory Care POS. A student enrolled in a Board-approved POS at a community or technical college who transfers to another community or technical college must receive credit toward the degree program for the block of courses transferred, and the credit must apply to the program into which the student transfers.

The Health Science POS Advisory Committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Respiratory Care POS Curriculum.

Recommendations of the Health Science Program of Study Advisory Committee

Respiratory Care Program of Study

The Health Science Program of Study Advisory Committee recommends adoption of the Respiratory Care Program of Study curriculum. The Program of Study Curriculum of Respiratory Care shall consist of no more than 46 identified semester credit hours (SCH) that transfer and apply when students move from one institution to another and continue in a similar program. Students transferring from one institution to another should be granted credit on the basis of comparable courses completed, not on the specific numbers of credit hours accrued.

Table 1 shows the curriculum the advisory committee proposes for Coordinating Board approval.

Table 1: Proposed Respiratory Care Program of Study Curriculum

Respiratory Care		
Discipline Courses	SCH Subtotal:	20-32
<u>Course Title</u>	<u>Course#</u>	<u>SCH</u>
Introduction to Respiratory Care	RSPT 1101/1201	1-2
Respiratory Care Procedures I**	RSPT 1310/1410	3-4
Advanced Cardiopulmonary Anatomy and Physiology**	RSPT 1240/1340	2-3
Respiratory Care Pharmacology**	RSPT 1113/1213	1-2
Respiratory Care Procedures II**	RSPT 1311/1411	3-4
Clinical / Practicum 1 (Note (1))	RSPT xx6x	1-3
Clinical / Practicum 2 (Note (1))	RSPT xx6x	1-3
Mechanical Ventilation (Note (2))	RSPT 2314/2414	3-4
Cardiopulmonary Disease (Note (3))	RSPT 2210/2310	2-3
Neonatal/Pediatric Cardiopulmonary Care (Note (3))	RSPT 2353/2453	3-4
General Education Courses	SCH Subtotal:	8
Anatomy & Physiology I	BIOL 2401	4
Anatomy & Physiology II	BIOL 2402	4
Program of Study recommendations (SCH)		28-40
Additional courses determined by college (SCH)		26-38
	SCH Total:	66
** Changes made to WECM Course Descriptions and Outcomes (1) MINIMUM COMPETENCIES (First two semesters): Hand washing, isolation procedures, vital signs, patient assessment, oxygen therapy, aerosol/humidity, aerosol medication delivery, oxygen transport, bronchial hygiene therapy, hyperinflation therapy, lung expansion therapy. (2) Mechanical Ventilation will be taught by the end of the third semester. (3) These courses may be taught at any time in the program sequence. Maximum number of semester credit hours for AAS Respiratory Therapy is 66 SCH.		

General Education courses in Anatomy & Physiology I & II were recommended as part of the Respiratory Therapy Program of Study curriculum.

The proposed POS was distributed for public comment to chancellors, presidents, chief instructional officers of public community colleges, Lamar State Colleges, and Texas State Technical Colleges on March 14, 2018. The 30-day comment period ended on April 13, 2018. The following comments were received and reviewed by the committee.

COMMENT: Amarillo College submitted the following comments:

- Currently mechanical ventilation is included in the WECM course outcomes for Respiratory Care Procedures 2 (which is where we are teaching it). If the proposal is that we teach a stand-alone mechanical ventilation course, shouldn't mechanical ventilation be removed from the Procedures 2 description? This would allow more room in Procedures 2 to teach the required content.
- Also, since credit hours have been reduced and are at a premium, could Home Care/ Rehab be taught as part of Specialties in RC instead of a stand-alone course?

COMMITTEE RESPONSE:

- The outcomes for RSPT 1311/1411 "Respiratory Care Procedures II" has been changed to "describe concepts of mechanical ventilation."
- The course was removed from the proposed program of study.

COMMENT: Cisco College submitted a comment on the need to not delete the RSPT 1207 Cardiopulmonary course.

COMMITTEE RESPONSE:

- The committee agreed that this course should not be deleted.

COMMENT: Amarillo College and the Northwest Texas Healthcare System submitted comments about keeping Respiratory Care programs at 66 SCH, allowing the additional courses to include WECM didactic and clinical/practicum courses, changing mechanical ventilation in Respiratory Care Procedures II to an introduction to the topic, and removing Respiratory Home Care/Rehabilitation from the list of required program of study courses have been addressed.

COMMITTEE RESPONSE:

- The committee agreed with these recommendations.

COMMENT: Amarillo College submitted a comment about allowing colleges to substitute RSPT 1307 Cardiopulmonary Anatomy and Physiology for BIOL 2402 Anatomy & Physiology II.

COMMITTEE RESPONSE:

- The committee felt strongly that both BIOL 2401 and BIOL 2402 were necessary for students to get the breadth of knowledge for their programs.

COMMENT: Amarillo College submitted a comment about allowing 1, 2, or 3 SCH Clinicals and allowing programs to remain at 66 SCH.

COMMITTEE RESPONSE:

- The committee clarified that the program of study does not limit the number or length of clinicals, and the maximum hours for the program remains at 66 SCH.

COMMENT: Collin College commented that the sub-committee did not agree to any coursework for the second year of the program. Respiratory Home Care/Rehabilitation, Respiratory Care Exam Prep and Specialties were discussed, but the sub-committee did not agree on these courses as a part of the POS.

COMMITTEE RESPONSE:

- The courses were removed from the proposed program of study.

COMMENT: Victoria College submitted the following comments:

- Only two clinical courses are included in the recommended POS. It is impossible to provide the necessary clinical training for a respiratory therapist with only 2 semesters of clinical rotation.
- We have ACLS, PALS, and NRP. I do not see any allowance for these specialty certificates. Our employers need graduates with these certificates.
- We require only a one semester Anatomy and Physiology course. Recommending two semesters of Anatomy and Physiology does not enhance the student's knowledge for the POS in respiratory therapy, since we teach Cardiopulmonary Anatomy and Physiology in the curriculum. Only if students decide to transfer to attain a Bachelor of Science degree in respiratory therapy will they need two semesters of Anatomy & Physiology.

COMMITTEE RESPONSE:

- The proposed program of study represents only a minimum number of courses required. Colleges may still include an additional 20-35 SCH to bring the total to 66 SCH. The program will still have flexibility to meet community demand.
- The committee felt strongly that both BIOL 2401 and BIOL 2402 were necessary for students to get the breadth of knowledge for their programs.

COMMENT: Houston Community College opposed the proposed curriculum offering of the 1-2-hour course of Respiratory Home Care / Rehabilitation (RSPT 1141/1241).

COMMITTEE RESPONSE:

- The course was removed from the proposed program of study.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM IX-I

Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting

RECOMMENDATION: No action required

Background Information:

The Board authorized the Commissioner or the Assistant Commissioner of Academic Quality and Workforce to act on institutional requests. Coordinating Board rule, Chapter 5, Section 5.50 (j) directs the Commissioner to provide a list to Board members of all institutional requests acted on by the Commissioner and Assistant Commissioner.

Requests for new degree and certificate programs were reviewed by staff to ensure they met the standards established by Coordinating Board rules, Sections 5.50, 9.93 (c), and 7.4 before receiving approval from the Commissioner or the Assistant Commissioner of Academic Quality and Workforce. The standards address the institution's mission, overall program quality, student demand and job market needs, duplication with existing programs at other institutions, funding, and institutional effectiveness.

Since the last report to the Board, the Assistant Commissioner approved 39 new degree and certificate programs; approved 5 institutional requests to phase programs out; issued 5 Certificate of Authorization (new, renewed, revised, or cancelled); and received 6 planning notifications. Detailed information is provided in the tables on the following pages.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

**REPORT ON INSTITUTIONAL REQUESTS ACTED ON BY THE
COMMISSIONER OR ASSISTANT COMMISSIONER SINCE THE PREVIOUS BOARD MEETING**

June 22, 2019 – September 20, 2019

NEW DEGREE AND CERTIFICATE PROGRAMS

Institution	Degree	Program	Date Approved
Community & Technical Colleges			
Alvin Community College	AS	Computer Information Systems	07/24/2019
Alvin Community College	AAS & Level 1 Certificate	Cybersecurity	07/19/2019
Angelina College	AS	Health Science	08/16/2019
Central Texas College	AAS & Level 1 Certificate	Robotics Technology	08/23/2019
College of The Mainland Community College District	Level 1 Certificate	Barbering Certificate	08/16/2019
Collin County Community College District	AAS & Level 1 Certificate	Gerontology-Activity Care Professional	08/16/2019
Collin County Community College District	AAS	Medical Assisting	08/16/2019
Collin County Community College District	AAS & Level 1 Certificate	Pharmacy Technology	08/16/2019
Collin County Community College District	AAS	Veterinary Technology	08/23/2019
Del Mar College	AAS, Level 1 Certificate, Level 2 Certificate	Carpentry	07/19/2019
Houston Community College	AAS	Electrical Technology	07/03/2019
Houston Community College	Level 2 Certificate	Endoscopy Technology	07/03/2019
Houston Community College	AAS	Translation & Interpretation	07/19/2019
Kilgore College	AAS	Substance Abuse Counseling	08/23/2019
Lamar Institute of Technology	Level 1 Certificate	Cosmetology Operator	07/03/2019
Lamar Institute of Technology	Advanced Technical Certificate	Process Technology – LNG Operations	07/03/2019
Lamar Institute of Technology	Level 1 Certificate	Automotive Collision Repair Technology	07/03/2019

Lamar Institute of Technology	AAS & Level 1 Certificate	Graphic Design Technology	07/03/2019
Laredo College	AAS	Diagnostic Medical Sonography	08/23/2019
Lone Star College - North Harris	AAS & Level 2 Certificate	Mechatronics Technology	07/03/2019
Lone Star College - University Park	AAS & Level 1 Certificate	Corrosion Technology	07/03/2019
Paris Junior College	AAS & Level 2 Certificate	Cyber Security	07/19/2019
Western Texas College	AAS	Medical/Clinical Assistant	07/19/2019
Universities & Health-Related			
Angelo State University	MS	Educational Leadership	6/28/2019
Angelo State University	MAT	Athletic Training	6/28/2019
Lone Star College System Dist.	BAT	Cybersecurity	8/12/2019
Lone Star College System Dist..	BAS	Energy, Manufacturing, and Trades Management	7/12/2019
Prairie View A&M University	BA/BS	General Studies	9/10/2019
Stephen F. Austin State Univ	MA	National Security	7/12/2019
Sul Ross State University	MED	Educational/Instructional Technology	9/9/2019
Texas A&M University	BS	Neuroscience	9/10/2019
Texas A&M University	MLA	Clinical Nutrition	9/10/2019
Texas A&M Univ-San Antonio	BS	Electronic Systems Engineering Technology	8/19/2019
Texas A&M Univ-San Antonio	BS	Sociology	8/19/2019
Texas Woman's University	MMT	Music Therapy	8/1/2019
Texas Woman's University	MPH	Public Health	8/15/2019
University of Texas At Arlington	MPH	Public Health	6/28/2019
University of Texas At Dallas	MS	Cyber Security, Technology and Policy	9/16/2019
University of Texas At El Paso	BS	Neuroscience	9/5/2019

PHASE-OUT OF PROGRAMS

Institution	Degree	Program	Phase out Date
Community & Technical Colleges			
(None)			
Universities & Health-Related			
Stephen F. Austin State Univ	MA	General Communication	7/16/2019
Stephen F. Austin State Univ	MS	Biotechnology	8/31/2022
Texas A&M Univ-Kingsville	BSHS	Human Sciences	9/11/2019
Texas A&M Univ-Kingsville	MSHS	Human Sciences	9/11/2019
University of Texas At El Paso	MS	Medical Physics	9/15/2019

PLANNING NOTIFICATIONS

Institution	Authority Level	Program	Date Notified
Universities, Health-Related, & Community & Technical Colleges			
Del Mar College	Bachelor's	Registered Nursing/Registered Nurse	7/19/2019
University of North Texas	Bachelor's	Construction Engineering Technology/Technician	8/16/2019
University of North Texas	Doctorate	Design and Visual Communications, General	8/16/2019
University of North Texas	Master's	Artificial Intelligence	8/16/2019
University of Texas Rio Grande Valley	Professional	Audiology	6/28/2019
University of Texas Rio Grande Valley	Bachelor's	Bioengineering and Biomedical Engineering	8/16/2019

CERTIFICATES OF AUTHORIZATION

Non-Public and Out-of-State Institution	Authorization Type	Certificate of Authorization Issue Date
The Chicago School of Professional Psychology – Richardson	Certificate of Authorization to grant associate, bachelor's degrees, master's degrees, grant credits toward degrees, and to use certain protected academic terms	July 3, 2019

New England College – Mesquite (Eastfield College)	Provisional Certificate of Authorization to grant bachelor's degrees, grant credits toward degrees, and to use certain protected terms in the state of Texas	August 12, 2019
New England College – Dallas (Richland College)	Provisional Certificate of Authorization to grant bachelor's degrees, grant credits toward degrees, and to use certain protected terms in the state of Texas	August 12, 2019
Visible Music College	Certificate of Authorization to grant bachelor and master's degrees, grant credits toward degrees, and to use certain protected academic terms	August 19, 2019
DeVry University – Austin	Certificate of Authorization to grant associate, bachelor's degrees, master's degrees, grant credits toward degrees, and to use certain protected academic terms	September 1, 2019

AGENDA ITEM IX-J

Consideration of adopting the Committee's recommendation to the Board relating to the revision of the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance

RECOMMENDATION: Adopt Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance

Background Information:

The Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically (PGP) were initially adopted by the Board in 1997 and were last revised in 2010. With the dynamic role distance learning plays in academia, an update to the PGP was warranted. The Learning Technology Advisory Committee (LTAC) created a workgroup to collaboratively update the current PGP document. The revised PGP was subsequently approved by the full LTAC in July 2019.

With the increased oversight and awareness at the national level for distance learning initiatives, the content in the original PGP needed to add coverage of topics related to accreditation, state authorization, and quality assurance. Current requirements for accreditation, state authorization, and that identify common areas that promote best practices for delivery of distance education were also needed. Quality assurance standards were aligned to promote a high-quality experience for students. The intent of the PGP revision is to provide guidance to the Board, staff, and institutions regarding distance education practices, rules, proposal reviews, and procedures. The recommendation from the committee is to review the PGP every three years to ensure that they maintain alignment with distance learning best practices in higher education.

The revised PGP, Executive Summary, and distance education standards mapping document are provided.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance

The Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically (PGP) was last revised in March 2010. With the dynamic role distance learning plays in academia, an update to the PGP was warranted. The Learning Technology Advisory Committee (LTAC) created a workgroup to collaboratively update the principles and produce the updated document that was set before the LTAC for review.

Content Changes

With the increased oversight and awareness at the national level of distance learning initiatives, the content in the original PGP needed to add coverage of topics related to accreditation, state authorization, and quality assurance. Additional study of the current requirements for accreditation and state authorization and the identification of common areas that promote best practices for delivery of distance education was also needed. Quality assurance standards were also aligned with the PGP to promote a high-quality experience for students.

Each topic in the document was derived from a collective review of the original PGP guidelines, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards, Council of Regional Accrediting Commissions (C-RAC) guidelines, Quality Matters (QM) rubrics, and Online Learning Consortium Quality Scorecard (SC). The original PGP included four main topics: Basic Assumptions, Curriculum and Instruction, Institutional Context and Commitment, and Evaluation and Assessment. The updated PGP is expanded to include three additional headings: Definitions, Facilities and Finances, and Adherence to Federal Requirements. Subheadings added to the document include planning, library and learning resources and faculty.

Feedback Process

As the PGP update was being developed, periodic reviews were conducted including presentations at the Texas Distance Learning Association, which offered an opportunity for feedback from conference attendees. Active members in distance learning, representing a diverse multitude of academic institutions, were asked to provide feedback to the workgroup. A list of contributing institutions and other participants is on page 2.

PGP Review

The committee will review the PGP every three years to ensure alignment with current distance learning practices in higher education.

Contributing Institutions

Public Two-Year Institutions

Alamo Colleges District
Alvin Community College
Blinn College District
Collin County Community College District
El Paso Community College District
Houston Community College
Kilgore College
Laredo Community College
Lone Star College System
South Texas College
Tarrant County Community College District
Tyler Junior College
Wharton County Junior College

Public Four-Year Institutions

Midwestern State University
Prairie View A&M University
Stephen F. Austin State University
Texas A&M International University
Texas A&M University-Corpus Christi
Texas A&M University-Kingsville
Texas A&M University-San Antonio
Texas State University

Texas Tech University
Texas Woman's University
University of Houston-Clear Lake
University of North Texas
The University of Texas Medical Branch at Galveston
The University of Texas Health Science Center at San Antonio
The University of Texas of the Permian Basin
The University of Texas Rio Grande Valley
The University of Texas San Antonio

Independent Colleges & Universities of Texas

McMurry University
Our Lady of the Lake University

Associations

Texas Distance Learning Association

PRINCIPLES OF GOOD PRACTICE FOR ACADEMIC DEGREE AND CERTIFICATE PROGRAMS AND CREDIT COURSES OFFERED AT A DISTANCE

DEFINITION

Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapters P and Q define distance education as any formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 %) of instruction. Distance education includes off-campus face-to-face, electronic to group, hybrid/blended, fully online, and 100 percent online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB). Distance Education at all public institutions of higher education in Texas is designed to provide students across the state with access to courses and programs that meet their needs.

The Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance apply to course types in distance learning as described in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter P, Rule 4.257 and Subchapter Q, Rule 4.272. Institutions of higher education should make a reasonable effort to provide an accurate description of hybrid/blended, fully online, and 100 percent online courses or programs to students, including the amount of face-to-face or synchronous meetings and in-person proctored exams.

Complying with the PGP guidelines does not guarantee compliance with federal requirements, regulatory authority or quality assurance standards. This document was derived from a collective review of the original PGP guidelines, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards, Council of Regional Accrediting Commissions (C-RAC) guidelines, Quality Matters (QM) rubrics, and Online Learning Consortium Quality Scorecard (SC). Each item has a list of standards or regulation documents that it is mapped to at the end of the statement. The item that is bolded is the originating document. If no item is bolded, then this item was in the original PGP. For example, the following entry means the statement came from C-RAC originally, but is also referenced in QM, SACSCOC, and SC:

Students using distance learning demonstrate proficiency in the use of electronic forms of learning resources. (**C-RAC**, QM, SACSCOC, SC)

BASIC ASSUMPTIONS

There are six basic assumptions central to the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance.

1. The course or program offered at a distance is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the course or program originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered at a distance.
3. The "institution" may be a single institution or a consortium of such institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered at a distance.
5. It is the institution's responsibility to review educational programs and courses it provides at a distance and certify continued compliance with these principles.
6. Institutions offering programs or credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.

INSTITUTIONAL CONTEXT AND COMMITMENT

There are 31 principles related to Institutional Context and Commitment which are separated into the subheadings Role and Mission, Planning, Students and Student Services, Library and Learning Resources, Faculty Support, and Resources for Learning.

Role and Mission

1. If an institution offers a significant portion of its courses and programs at a distance, it should be clearly reflected in the institution's mission. (C-RAC, **SACSCOC**, SC)
2. The mission statement explains the role of distance learning within the range of the institution's programs and services. (**C-RAC**, SACSCOC)
3. Institutional and program statements of vision and values inform how the distance learning environment is created and supported. (**C-RAC**, SACSCOC)
4. As appropriate, the institution incorporates into its distance learning programs methods of meeting the stated institutional goals for the student experience at the institution. (**C-RAC**, SACSCOC)
5. The recruitment and admissions programs supporting the distance learning courses and programs appropriately target the student populations to be served. (**C-RAC**, SACSCOC)
6. The students enrolled in the institution's distance learning courses and programs fit the admissions requirements for the students the institution intends to serve. (**C-RAC**, SACSCOC)
7. Senior administrators and staff can articulate how distance learning is consonant with the institution's mission and goals. (**C-RAC**, SACSCOC, SC)

Planning

8. The institution prepares a multi-year budget for distance learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure. (**C-RAC**, SC)
9. The institution provides evidence of a multi-year technology plan that addresses its goals for distance learning and includes provision for a robust and scalable technical infrastructure. (**C-RAC**)
10. Development and ownership of plans for distance learning extend beyond the administrators directly responsible for it and the programs directly using it. (**C-RAC**)
11. Planning documents are explicit about any goals to increase numbers of programs provided through distance learning courses and programs and/or numbers of students to be enrolled in them. (**C-RAC**)
12. Plans for distance learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings. (**C-RAC**)
13. Plans for expanding distance learning demonstrate the institution's capacity to assure an appropriate level of quality. (**C-RAC**)
14. The institution and its distance learning programs have a track record of conducting needs analysis and of supporting programs. (**C-RAC**)

Students and Student Services

15. Advertising, recruiting, and admissions materials clearly and accurately represent the distance learning course or program and the services available. (C-RAC, **SACSCOC**, SC)
16. The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the course or program. (C-RAC, SACSCOC, SC)
17. Course/program announcements and electronic catalog entries provide appropriate and accurate information for distance learning courses such as program goals, academic

requirements, academic calendar, and faculty. (C-RAC, SACSCOC, SC)

18. Students should be provided with clear, complete, and timely information on the curriculum, course and degree program requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies. (C-RAC, QM, SACSCOC, SC)
19. The institution provides good web-based information to students about the nature of the distance learning environment and assists them in determining if they possess the skills important to succeed in distance learning. (**C-RAC**, SACSCOC, SC)
20. Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in the technical environment. (C-RAC, **SACSCOC**, SC, QM)
 - a. The institution provides a distance learning orientation program; (**C-RAC**, SC)
 - b. Students in distance learning programs have ready access to technology support, preferably 24/7 support; (**C-RAC**, SC)
 - c. Students using distance learning demonstrate proficiency in the use of electronic forms of learning resources. (**C-RAC**, QM, SACSCOC, SC)
21. Students have adequate access to the range of services appropriate to support the programs offered through distance education. (C-RAC, QM, **SACSCOC**, SC)
 - a. Students in distance learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling; (**C-RAC**, QM, SACSCOC, SC)
 - b. The institution provides support services to students in formats appropriate to the delivery of the distance learning program. (**C-RAC**, QM, SACSCOC, SC)
22. Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning. (C-RAC, QM, SACSCOC, SC)
 - a. Student complaint processes are clearly defined and can be used electronically; (**C-RAC**, SACSCOC, SC)
 - b. Students in distance programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures. (C-RAC, **SACSCOC**, SC)
23. Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication. (**C-RAC**, SACSCOC)
24. Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results. (C-RAC, **SACSCOC**)

Library and Learning Resources

25. Students have access to and can effectively use appropriate library and learning resources. (**SACSCOC**, C-RAC, SC, QM)
26. Students using distance learning have adequate access to learning resources, including library, information resources, laboratories, equipment appropriate to academic courses or programs. (SACSCOC, **C-RAC**, SC, QM)

Faculty Support

27. The course of program provides faculty support services and training specifically related to teaching via distance learning modalities. (C-RAC, SACSCOC, SC)
28. The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty. (C-RAC, SACSCOC)

29. Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to courses of programs offered via distance. (C-RAC, SACSCOC)

Resources for Learning

30. The institution ensures that appropriate learning resources are available to students. (C-RAC, SACSCOC, SC, QM)
31. The institution evaluates the adequacy of and the cost to students for access to learning resources. (C-RAC)

CURRICULUM AND INSTRUCTION

There are 24 principles related to Curriculum and Instruction.

1. A degree or certificate course or program offered electronically is coherent and complete. (C-RAC, SACSCOC)
2. The course or program provides for regular and substantive interaction between faculty and students, students and students, and student and content. (C-RAC, SACSCOC, SC, QM)
3. Academic standards and student learning for all courses or programs offered at a distance will be the same as those for courses or programs delivered by other means at the institution where the course or program originates. (C-RAC, SACSCOC, SC)
4. Qualified faculty provide appropriate oversight of the course or program that is offered electronically. (C-RAC, SACSCOC)
5. The faculty assumes primary responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction. (C-RAC, **SACSCOC**)
6. The technology used is appropriate to the nature and objectives of the courses and programs and expectations concerning the use of such technology are clearly communicated to students. (C-RAC, **SACSCOC**, SC, QM)
7. Distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products. (**SACSCOC**, C-RAC)
8. Academic support services are appropriate and specifically related to distance education. (**SACSCOC**, C-RAC, SC, QM)
9. Program length is appropriate for each of the institution's educational programs, including those offered through distance education. (**SACSCOC**, C-RAC, SC)
10. For all degree programs offered through distance education, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education. (**SACSCOC**, C-RAC, SC)
11. For all courses offered through distance education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining its equivalency. (**SACSCOC**, C-RAC)
12. An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants. (**SACSCOC**, C-RAC)
13. The institution's policies on academic integrity include explicit references to online learning and are discussed during the orientation for online students. (**C-RAC**, QM)
14. Approval of online courses and programs follows standard processes used in the college or university. (**C-RAC**)
15. Online learning courses and programs are evaluated on a periodic basis. (**C-RAC**)

16. The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings. **(C-RAC, SACSCOC, SC)**
17. Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions. **(C-RAC)**
18. The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions. **(C-RAC, QM, SACSCOC, SC)**
19. Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees. **(C-RAC)**
20. The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students. **(C-RAC)**
21. Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly. **(C-RAC)**
22. Curriculum design and the course management system enable active faculty contribution to the learning environment. **(C-RAC, QM)**
23. Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed. **(C-RAC, QM, SACSCOC, SC)**
24. Accessibility of course content and technologies required for course completion is reviewed and alternative methods for access are identified if necessary. **(QM, SC)**

FACULTY

There are ten principles related to Faculty.

1. The institution's faculty have a designated role in the design and implementation of its online learning offerings. **(C-RAC)**
2. An institution offering distance learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs. **(C-RAC, SACSCOC)**
3. The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs. **(C-RAC, SACSCOC, SC)**
4. Faculty who teach in distance education courses and programs receive appropriate training. **(C-RAC, SACSCOC, SC)**
5. Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover. **(C-RAC, SACSCOC, SC)**
6. The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution. **(C-RAC, SACSCOC, SC)**
7. Faculty are proficient and effectively supported in using the course management system. **(C-RAC, SACSCOC)**
8. The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery. **(C-RAC, SACSCOC)**
9. Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution. **(C-RAC, SACSCOC)**
10. Students express satisfaction with the quality of the instruction provided by online learning faculty members. **(C-RAC, SACSCOC, SC)**

EVALUATION AND ASSESSMENT

There are seven principles related to Evaluation and Assessment.

1. Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods. (**C-RAC**, QM, SACSCOC)
2. Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements. (**C-RAC**, SACSCOC)
3. The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement. (**C-RAC**, SACSCOC)
4. The institution documents its successes in implementing changes informed by its programs of assessment and evaluation. (**C-RAC**, SACSCOC)
5. The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement. (**C-RAC**, SACSCOC)
6. If faculty roles are distributed, the evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning. (**C-RAC**, SACSCOC)
7. The institution utilizes examples of student work and student interactions among themselves and with faculty in assessment of program learning outcomes. (**C-RAC**, SACSCOC)

FACILITIES AND FINANCES

There are two principles related to Facilities and Finances.

1. Appropriate equipment and technical expertise required for distance education are available. (C-RAC, QM, **SACSCOC**, SC)
2. The institution, in making distance education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology. (C-RAC, **SACSCOC**, SC)

ADHERENCE TO FEDERAL REQUIREMENTS

There are 6 principles related to Adherence to Federal Requirements.

1. The institution demonstrates that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification. (C-RAC, **SACSCOC**, SC)
2. The institution demonstrates that it has a written procedure for protecting the privacy of students enrolled in distance education courses or programs. (C-RAC, **SACSCOC**, SC)
3. The institution demonstrates that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. (C-RAC, **SACSCOC**)
4. The institution that offers distance education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission. (C-RAC, **SACSCOC**)
5. The institution demonstrates that efforts are made to ensure compliance with federal and state accessibility requirements. (**SC**)

6. The institution demonstrates that efforts are made to ensure compliance with federal student financial aid requirements. (**NASFAA**)

Last Updated: July 2019

AGENDA ITEM IX-K

Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7 (5)

RECOMMENDATION: No action required

Background Information:

Pursuant to Coordinating Board Rules, Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, the Texas Higher Education Coordinating Board (THECB) must be notified in writing at least 90 days prior to a planned closure date or immediately if an institution closes unexpectedly. If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, a teach-out plan is required. The teach-out plan is subject to Board approval. The Board has given the Assistant Commissioner of Academic Quality and Workforce the authority to oversee this approval process.

Carrington College, Mesquite, Texas

On May 14, 2019, Ember Education, a division of San Joaquin Valley College, Inc., notified the THECB of cessation of new enrollments and start of a teach-out at Carrington College, 3733 W. Emporium Circle, Mesquite, TX 75150, effective May 6, 2019. Ember Education is committed to providing the full program to all active students at the Carrington College Mesquite location, including all academic and student support resources. The on-time completion rate for current students is December 18, 2020, but operations will be extended to approximately November 19, 2021, which is 150% of the normal completion time. At the time of notification, Carrington College-Mesquite offered an AS in Registered Nurse program, with 57 active students. Since notification of the teach-out, four students have withdrawn from the school. If previously withdrawn students wish to return to complete the degree, Carrington College will determine if the previous students meet all re-entry requirements and are capable of completing their program prior to December 18, 2020. The institution's accreditor, Accrediting Commission for Community and Junior Colleges – Western Association of Schools and Colleges (ACCJC), was notified on May 15, 2019. The Certificate of Authorization for this location will be ended upon notification that the teach-out is complete. Student records will be maintained by the Provost/Vice President of Academic Affairs for Carrington College. Students may request an official copy of transcript through the Carrington.edu website. Digital records will remain part of the CampusNexus system used by the Carrington College system.

National American University, Austin Roueche Graduate Center, Austin, Texas

On May 21, 2019, National American University, Austin Roueche Graduate Center, 6836 Austin Center Boulevard, Suite 270, Austin, Texas 78731, notified the THECB of its cessation of operations at the Graduate Center location, effective April 26, 2019. All active students previously associated with the location are able to complete their degree programs and receive support services, including academic advising, learner services, financial aid counseling, and career services through National American University Online. The institution's accreditor, Higher Learning Commission, will be notified upon U.S. Department of Education approval. The Certificate of Authorization for this location was ended as of April 26, 2019.

Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

National American University, Houston, Texas

On May 21, 2019, National American University, 11511 Katy Freeway, Suite 200, Houston TX 77079, notified the THECB of its cessation of operations at the Houston location, effective May 20, 2018. All active students previously associated with the location were able to complete their degree programs and receive support services, including academic advising, learner services, financial aid counseling, and career services through National American University Online. The institution's accreditor, Higher Learning Commission, was notified on January 8, 2018. National American University had continued to provide annual compliance reports for this location after the date they ceased operations. Therefore, the Certificate of Authorization for this location was ended as of May 21, 2019, upon notification of closure. Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

National American University, Richardson, Texas

On June 12, 2019, National American University, Suite 225, 300 N. Coit Road, Richardson, TX 75080, notified the THECB of its cessation of operations at the Richardson location, effective May 31, 2019. All active students previously associated with the location were able to complete their degree programs and receive support services, including academic advising, learner services, financial aid counseling, and career services through National American University Online. The institution's accreditor, Higher Learning Commission, was notified on June 7, 2019. The Certificate of Authorization for this location was ended as of May 31, 2019, upon notification of closure. Student records will be maintained by National American University's Central Administration offices in Rapid City, South Dakota.

Peloton College, Arlington, Texas

On July 3, 2019, Peloton College, 1200 East Copeland Road, Suite 200, Arlington, TX 76011, notified the THECB of its intention to teach-out all degrees programs at the Arlington location, by August 2020. Eight associate degree students between two locations will be part of the teach-out. The Certificate of Authorization for this location will be ended upon notification that the teach-out is complete. Student records will remain at the location as non-degree programs will continue to be offered.

Peloton College, Dallas, Texas

On July 3, 2019, Peloton College, 8150 N. Central Expressway M2240, Dallas, TX 75206, notified the THECB of its intention to teach-out all degrees programs at the Arlington location, by August 2020. Eight associate degree students between two locations will be part of the teach-out. The Certificate of Authorization for this location will be ended upon notification that the teach-out is complete. Student records will remain at the location as non-degree programs will continue to be offered.

University of Phoenix-Resource Center at Arlington Highlands, Arlington, Texas

On June 2, 2019, University of Phoenix, 3900 Arlington Highlands Boulevard, Suite 237, Arlington, Texas 76018, notified the THECB of its cessation of enrollment at the Arlington Highlands location, effective May 31, 2019. At the time the institution announced it was ceasing all new enrollments, 147 students were attending this location. Students may remain at this location until at least 2022 or may transfer to the online campus. At the conclusion of the teach-out, the location will be closed. University of Phoenix will continue to service current

students through completion of their program. It is working with each impacted student individually to determine how to best deliver their remaining coursework until graduation. The Certificate of Authorization for this location will be ended upon notification that the teach-out is complete. The institution submitted a master teach-out plan for the current teach-outs and closures to its institutional accreditor, the Higher Learning Commission. Student records will be maintained by University of Phoenix's Central Administration, in Phoenix, Arizona.

University of Phoenix-Best Western Plus El Paso Airport Hotel & Conference Center, El Paso, Texas

On June 3, 2019, University of Phoenix, 11820 Miriam Drive, El Paso, Texas 79936, notified the THECB of its updated plan to teach-out students with an estimated teach-out completion date of November 2023. The Board was first notified of the teach-out in January 2018. To facilitate the teach-out, the campus was moved to Best Western Plus El Paso Airport Hotel & Conference Center, 6655 Gateway Boulevard W., El Paso, Texas 79925, effective May 31, 2019. At the time the institution announced the updated teach-out plan, 131 students were attending this location. Students may remain at this location or may transfer to the online campus. At the conclusion of the teach-out, the location will be closed. University of Phoenix will continue to service current students through completion of their program. It is working with each impacted student individually to determine how to best deliver their remaining coursework until graduation. The Certificate of Authorization for this location will be ended upon notification that the teach-out is complete. The institution submitted a master teach-out plan for the current teach-outs and closures to its institutional accreditor, the Higher Learning Commission. Student records will be maintained by University of Phoenix's Central Administration, in Phoenix, Arizona.

University of Phoenix-Killeen Learning Center, Killeen, Texas

On June 2, 2019, University of Phoenix, 902 West Central Texas Expressway, Suite 300, Killeen, Texas 76541, notified the THECB of its cessation of enrollment at the Killeen Learning Center location, effective May 31, 2019. At the time the institution announced it was ceasing all new enrollments, 44 students were attending this location. Students may remain at this location until at least 2021 or may transfer to the online campus. At the conclusion of the teach-out, the location will be closed. University of Phoenix will continue to service current students through completion of their program. It is working with each impacted student individually to determine how to best deliver their remaining coursework until graduation. The Certificate of Authorization for this location will be ended upon notification that the teach-out is complete. The institution submitted a master teach-out plan for the current teach-outs and closures to its institutional accreditor, the Higher Learning Commission. Student records will be maintained by University of Phoenix's Central Administration, in Phoenix, Arizona.

University of Phoenix-San Antonio Main Campus, San Antonio, Texas

On June 2, 2019, University of Phoenix, 8200 IH-10 West, San Antonio, Texas 78230, notified the THECB of its cessation of enrollment at the San Antonio main campus, effective May 31, 2019. At the time the institution announced it was ceasing all new enrollments, 60 students were attending this location. Students may remain at this location until at least 2023 or may transfer to the online campus. At the conclusion of the teach-out, the location will be closed; although University of Phoenix may maintain an administrative and resource site for resident alumni and Texas online students in San Antonio. The University of Phoenix will continue to service current students through completion of their program. It is working with each impacted student individually to determine how to best deliver their remaining coursework until graduation. The Certificate of Authorization for this location will be ended upon

notification that the teach-out is complete. The institution submitted a master teach-out plan for the current teach-outs and closures to its institutional accreditor, the Higher Learning Commission. Student records will be maintained by University of Phoenix's Central Administration, in Phoenix, Arizona.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM IX-L (1)

Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Open Educational Resources Grant Program

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests applications from Texas public institutions of higher education to award grants through the Open Educational Resources Grant Program (OERGP). This competitive grant program was established in 2017 by Senate Bill (SB) 810, 85th Texas Legislature, Regular Session, and codified as Texas Education Code Section 61.0668 to encourage faculty at institutions of higher education to adopt, modify, redesign, or develop courses that use only open educational resources. The 86th Texas Legislature continued support for the 2020-2021 biennium.

Open Educational Resource is defined as "a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge."

The OERGP will award grants to selected institutions to support faculty efforts to adopt, adapt, or develop courses that use only open educational resources, and will be consistent with the goals of *60x30TX*. The Texas Legislature appropriated \$212,049 to the OERGP for the biennium, \$106,025 in Fiscal Year (FY) 2020, and \$106,024 in FY 2021. The Request for Applications (RFA), expected to be released in winter 2019, will provide background information, definitions, instructions, award criteria, and forms for completing the applications. Applications will be evaluated by qualified reviewers based on a standard set of criteria, after which applications will be recommended for grant awards. The Board of the THECB, through the Commissioner as its delegate, will award grants based upon the recommendations of qualified reviewers.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM IX-L (2)

Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Minority Health Research and Education Grant Program

RECOMMENDATION: Approval

Background Information:

The Minority Health Research and Education Grant Program (MHGP) was established in 1999 as a result of the state's Tobacco Lawsuit Settlement and as codified in the Texas Education Code, Sections 63.301 through 63.302. Grants are funded by the interest earnings from the permanent fund for the program. The Texas Higher Education Coordinating Board (THECB) requests applications from public and independent accredited general academic and health-related institutions to award grants.

Consistent with the goals of *60x30TX*, MHGP prioritizes student completion, program enrollment, and acquisition of marketable skills. Through the Academic-Clinical Partnerships (ACP) Request for Applications (RFA), MHGP helps address challenges related to clinical site shortages and has expanded students' clinical training in Texas communities with health disparities.

Through four grant awards that ended August 31, 2019, ACP supported approximately 100 clinical placements for students in degree programs, including counseling, occupational therapy, physical therapy, physician assistant studies, rehabilitation counseling, respiratory care, and social work. Four new ACP grant awards started September 1, 2019, and include additional disciplines such as clinical psychology, nursing, nutrition/metabolism, and optometry.

Approximately \$1.5 million will be available in Fiscal Year 2020 for additional ACP awards. Pending approval by the Board of the THECB, the 2020 RFA will be released in spring with awards announced in summer 2020. Applications will be evaluated by agency staff based on a standard set of criteria, after which applications will be recommended for grant awards. The Board, through the Commissioner as its delegate and with approval of the Board Chair, Vice Chair, and Committee Chair, will award grants based upon the highest scores.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

AGENDA ITEM IX-M (1)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of a member to the Certification Advisory Council

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff is requesting the appointment of a new member to the Certification Advisory Council (CAC) to fill a vacant position. The term ends August 31, 2020.

In accordance with Texas Education Code, Section 61.314 and Coordinating Board Rule, Section 1.135, the CAC has been established to advise the Board of the THECB on standards and procedures related to certification of private, nonexempt postsecondary educational institutions; to assist the Commissioner in the examination of individual applications for Certificates of Authority; and to perform other duties related to certification that the Board finds appropriate. The council consists of six members with experience in higher education, three of whom are drawn from exempt private postsecondary institutions in Texas. The members are appointed for two-year staggered terms and may serve consecutive terms. The council meets quarterly as required.

The nominee's current position and highest degree awarded:

Lynette Gillis, Chief Financial Officer, Concordia University Texas
PhD in Strategic Management, The University of Texas at Austin

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM IX-M (2)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Information Technology Program of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests appointment of new members to the Information Technology Program of Study (POS) Advisory Committee.

The Texas Education Code, Section 61.8235 directs the Board of the THECB to develop program of study curricula for various career and technical education programs offered by Texas public community and technical colleges. The committee will be charged with reviewing and making recommendations from sub-committees charged with identifying the sequence of courses which make up the requirements for architecture and construction programs.

The nominated individuals are representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts who have content knowledge in business management and administration programs. Each Texas public community and technical college was invited to nominate an individual to this committee. Additionally, the Texas Education Agency, Texas Workforce Commission, and various trade and industry groups were solicited for nominations.

Tasks assigned to the committee include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Information Technology Program of Study Curriculum as determined by the Board. The committee members will serve staggered terms of up to three years.

Two-year institution nominees' current positions and highest degrees awarded:

David A. Abarca, Associate Professor of Computer Science, Del Mar College
Ed.D., Educational Leadership, University of Phoenix

Robin Garrett, Deputy Chancellor, Academic and Student Services, Central Texas College (WECM Advisory Committee Representative)
Doctor of Philosophy, Nova Southeastern University

William Hill, Computer Information Technology Faculty, North Central Texas College
Bachelor of Business Administration, Oklahoma Baptist University

Rod Lamb, Computer Information Technology, Lead Faculty, Richland College (DCCCD)
M.B.A., Baylor University

Nora McCarthy, Instructor of Computer Science, Wharton County Junior College
M.S. in Accountancy, University of Houston-Clear Lake

Katherine Oser, Department Chair, Computer Information Technology & Systems,
Central Texas College
Ed.D. Leadership in Educational Administration - Higher Education
University of Mary Hardin-Baylor

Samir Saber, Department Chair, Cybersecurity, Linux, Microsoft, and Cisco, Houston
Community College
Master of Science, Information Assurance and Security, Capella University

Haydar Tom Sahin, Professor, St. Philip's College
M.S. Computer Science, The University of Texas at San Antonio

Francisco Salinas, Program Chair, South Texas College
Doctor of Information Technology, Walden University

Christian Servin, Associate Professor in Computer Science, El Paso Community College
Ph.D. Computational Sciences Program, The University of Texas at El Paso

Cynthia Wagner, Program Director Computer Information Systems, McLennan
Community College
M.S. Information Systems, Tarleton State University

Carol Wiggins, Information Technology Program Coordinator, Blinn College
M.S. Management Information Systems, Texas A&M University

Secondary education institution nominees' current positions and highest degrees
awarded:

Camille Clay, Senior Director, College and Career Transition Programs, Leander ISD
Master of Education in Education Leadership, Texas State University

Henry Vo, Computer Science Teacher, Richardson ISD
B.S. Computer Science and Software Engineering, The University of Texas at
Dallas

Business and industry nominees' current positions:

Larry Anglin, Founder and President, Anglin Analytics, LLC
Bachelor of Science in Electrical Engineering, The University of Texas at Austin

Chris Troutman, Director of Operations, Lubbock Coding Academy

Master of Arts in Mass Communications and Journalism with an emphasis in New Media, Texas State University

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

AGENDA ITEM IX-M (3)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Workforce Education Course Manual Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests 11 member appointments for the Workforce Education Course Manual Advisory Committee. Nine members would be renewal appointments. The *Workforce Education Course Manual* (WECM) is the official list of the workforce education courses that may be offered by Texas public community and technical colleges for state funding. In accordance with Coordinating Board Rules, Chapter 1, Subchapter T, Rule 1.220, the WECM Advisory Committee provides the Board of the THECB with advice and recommendations regarding content, structure, currency, and presentation of the WECM and its courses; recommendations regarding field engagement in processes, maintenance, and use of the WECM; and assistance in identifying new programs of study, developments within existing programs represented by courses in the manual, vertical and horizontal alignment of courses within programs, and obsolescence of programs of study and courses.

The WECM Advisory Committee is composed of representatives from public community, state, and technical colleges, as well as ex-officio representatives from the Texas Association of College Technical Educators (TACTE), the Texas Administrators of Continuing Education (TACE), and the Texas Association of College Registrars and Admissions Officers (TACRAO). The committee meets up to four times annually, as needed to make recommendations to the Board of the THECB on the courses to be added, revised, or deleted from the WECM.

Members serve two- or three-year terms, with half of the members rotating off the committee each year. In compliance with the rotation schedule, the reappointments of 11 members are needed. Recommendations for membership positions were selected from institutions' nominations, giving consideration to the type of institution, geographic location, administrative and faculty representation, and ethnic and gender composition.

A brief summary of the nominees' academic credentials follows:

Mary Gallegos Adams, Director of Curriculum, Texas State Technical College
BBA in Business Administration, Pan American University

Rob Blair, Dean of Technical Education, South Plains College
BS in Organizational Management, Lubbock Christian University

Cynthia A. Casparis, Vice President of Academic Affairs, Angelina College
EdD, Higher Education Administration, Texas Tech University

James Chegwiddden, Associate Professor of Computer Science, Tarrant County College
MS in General Information Systems Technology Management, Capella University

Troy DeFrates, Department Chair of Welding Technology, Austin Community College
BAAS Occupational Education, Texas State University

Ronda Dozier, Dean of Workforce and Continuing Education, Texarkana College
EdD, Higher Education Leadership, American College of Education

Vernon Hawkins, Associate Vice-President of Workforce & Continuing Education,
Brookhaven College (TACE Representative)
MBA in Management, Amberton University

Linda L. Head, Associate Vice Chancellor of Office of Workforce Education and Corporate
Partnerships, Lone Star College
MS in Occupational Education, University of Houston

Lesley B. Keeling-Olson, Division Director of Business and Career Professions, Temple
College (TACTE Representative)
EdD, Educational Administration, University of Mary Hardin-Baylor

D' Wayne Shaw, Department Chair of Technical Programs, Kilgore College
MS in Human Resource Development, The University of Texas at Tyler

Olga Valerio, Instructional Dean of the Advanced Technology Center, El Paso Community
College
PhD in Materials Science and Engineering, The University of Texas at El Paso

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and
Workforce, will be available to answer questions.

AGENDA ITEM IX-M (4)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Advertising & Public Relations Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests appointment of new members to the Advertising & Public Relations Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Advertising & Public Relations degree program into which the student transfers. Students completing the Advertising & Public Relations FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Advertising & Public Relations FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to four years.

Two-year institution nominees' current positions and highest degrees awarded:

Carlton Abernathy, Instructor, Houston Community College
MA in Mass Communications, Texas State University

Andrea Fuentes, Instructor, South Texas College
MA in Communication Studies, The University of Texas-Pan American

Britney Hibbeler, Department Head, Blinn College
MA in Communication, Texas A&M University

Robert Muilenburg, Associate Professor, Del Mar College
MS in Journalism, Murray State University

Angela Reese, Professor, Central Texas College
PhD in Business Administration, Walden University

Four-year institution nominees' current positions and highest degrees awarded:

Eunji Cho, Assistant Professor, Midwestern State University
PhD in Mass Communications, University of Wisconsin-Madison

Koji Fuse, Associate Professor, University of North Texas
PhD in Journalism, The University of Texas at Austin

Nam Young Kim, Associate Professor, Sam Houston State University
PhD in Mass Communication and Public Affairs, Louisiana State University

Emily Kinsky, Associate Professor, West Texas A&M University
PhD in Mass Communication, Texas Tech University

Gary Wilcox, Professor, The University of Texas at Austin
PhD in Mass Media, Michigan State University

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

AGENDA ITEM IX-M (5)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Nutrition & Dietetics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests appointment of new members to the Nutrition & Dietetics Field of Study (FOS) Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Nutrition & Dietetics degree program into which the student transfers. Students completing the Nutrition & Dietetics FOS shall receive full academic credit toward the degree program for the block of courses transferred.

Each public institution of higher education in Texas was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education. The nominated individuals are representatives of public institutions of higher education, and a majority are faculty members. The nominees were consulted by their institutions about serving on this committee.

Tasks assigned to the committee include advising the Board of the THECB, providing THECB staff with feedback about processes and procedures, and addressing any other issues related to the Nutrition & Dietetics FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to four years.

Two-year institution nominees' current positions and highest degrees awarded:

Veronica Amaku, Program Coordinator, Houston Community College
PhD in Environmental Toxicology, Texas Southern University

Sandra Espinoza, Instructor, South Texas College
MS in Biology, The University of Texas-Pan American

Keila Ketchersid, Assistant Professor, South Plains College
MS in Food and Nutrition, Texas Tech University

Christina Liew-Newville, Assistant Professor, Tarrant County College-Southeast Campus
PhD in Business Administration, Northcentral University

Tammy Samarripa, Department Chair, Central Texas College
MS in Public Health, American Military University

Four-year institution nominees' current positions and highest degrees awarded:

Beverly Copeland, Associate Professor, Prairie View A&M University
PhD in Nutritional Science, Howard University

Karen Geismar, Lecturer, Texas A&M University
MS in Nutrition, Texas Woman's University

Kevin Haubrick, Clinical Assistant Professor, University of Houston
PhD in Nutrition and Food Systems, University of Southern Mississippi

Martha Rew, Associate Clinical Professor, Texas Woman's University
MS in Home Economics/Nutrition and Foods, Louisiana State University

Sarah Ullevig, Assistant Professor, The University of Texas at San Antonio
PhD in Biochemistry, The University of Texas Health Science Center at San Antonio

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

AGENDA ITEM IX-M (6)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Undergraduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests a member appointment for the Undergraduate Education Advisory Committee (UEAC). The UEAC, in accordance with Coordinating Board Rules, Chapter 1, Subchapter R, Rule 1.206 was created to provide the Board of the THECB with advice and recommendations regarding undergraduate education.

The UEAC was established in 2006 and includes representatives from public community and technical colleges, universities, and health-related institutions, independent colleges and universities, and one non-voting student member. Voting members serve three-year, staggered terms. The committee meets at least twice a year.

The member appointment for the UEAC would replace Dr. Lawrence Abraham, Professor and Associate Dean, The University of Texas at Austin (UT Austin). UT Austin requested that Dr. David Platt serve as a replacement member. If appointed, Dr. Platt would serve the remaining portion of Dr. Abraham's term, which ends August 31, 2021.

Nominee's current position and highest degree awarded:

David Platt, Vice Provost for Undergraduate Academic Affairs, The University of Texas at Austin. PhD in Business, Cornell University, Ithaca, New York.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM IX-M (7)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Postsecondary Educational Opportunities for Persons with Intellectual and Developmental Disabilities Advisory Council

RECOMMENDATION: Approval

Background Information:

The Texas Education Code, Section 61.06641 directs the Texas Higher Education Coordinating Board to establish an advisory council to periodically review the policies and practices that increase access to higher education opportunities for persons with intellectual and developmental disabilities. The council will also distribute educational outreach materials developed by the council to increase awareness regarding postsecondary opportunities for this population.

The Postsecondary Educational Opportunities for Persons with Intellectual and Developmental Disabilities (IDD) Advisory Council is charged with the following: (1) study the accessibility of higher education for persons with intellectual and developmental disabilities; (2) provide advice regarding resolving barriers to accessing higher education for persons with intellectual and developmental disabilities; and (3) identify, evaluate, and develop recommendations to address barriers to accessing higher education for persons with intellectual and developmental disabilities who are or have been in the foster care system and any data collection issues in relation to those persons.

The council is composed of at least 11 members with expertise around postsecondary opportunities for persons with IDD. Recommendations for membership positions were selected from nominations by the Texas Workforce Commission, the Texas Education Agency, and the Texas Governor's Committee on People with Disabilities. Members represent higher education IDD programs at the two- and four-year levels, students, parents, and advocacy groups. Members will serve two-year terms and will elect a presiding officer to serve a two-year term. The council will meet four times per year as called by the presiding officer.

The Postsecondary Educational Opportunities for Persons with Intellectual and Developmental Disabilities (IDD) Advisory Council nominees:

Jennifer Alexander, Associate Commissioner of the Office of Special Populations and Monitoring,
Texas Education Agency

Drew Bezucha, Graduate, CASE Program, Texas Tech University

Rhett Calvert, Student, CASE Program, Texas Tech University

Leigh Ann Godinez, Vocational Rehabilitation Supervisor, Texas Workforce Solutions

Jennifer Hines, State Neurodevelopmental Disorders Program Specialist,
Texas Workforce Commission

DeAnn Lechtenberger, Director, Connections for Academic Success and Employment (CASE),
Texas Tech University

Linda Litzinger, (Parent), Policy Specialist, Texas Parent to Parent Advocacy Network

Jennifer Martinez, Executive Director, The Arc of Texas

Jana M. McLain, Student Support Counselor, Humble ISD

Sue Moraska, Director, Vocational Advancement and Social Skills Training (VAST) Academy,
Houston Community College

Christine Price, Director, Skills, Training, and Education for Personal Success (STEPS) Program,
Austin Community College

DJ Puente, Student, South Texas College

Jolene Sanders, (Parent), Project Director Advocacy Manager, Easterseals Central Texas

Amy Sharp, Director, Texas Center for Disability Studies, The University of Texas at Austin

Beth Stalvey, Executive Director, Texas Council for Developmental Disabilities

Dalun Zhang, Director, Center on Disability and Development, Texas A&M University

Jerel Booker, Assistant Commissioner for College Readiness and Success, will be
available to answer questions.

AGENDA ITEM IX-N (1)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 15, Subchapter C, Section 15.43 of Board rules, concerning the eligibility criteria to receive distributions from the National Research University Fund

RECOMMENDATION: Approval

Background Information:

The Coordinating Board staff proposes amendments to Chapter 15, National Research Universities, Subchapter C, Section 15.43 concerning the eligibility criteria to receive distributions from the National Research University Fund.

The intent of the amendments is to clarify:

- (a) in rule section 15.43(b)(3)(C)(ii), a minimum 75th percentile score for the SAT effective with the fall 2017 semester, based on the concordance table for scores prior to and since fall 2017, as provided by the College Board (<https://collegereadiness.collegeboard.org/educators/highered/scoring/concordance>);
- (b) in rule section 15.43(b)(3)(E)(i), corrected names for the academies that provide awards of national and international distinction to faculty; and
- (c) in rule section 15.43(b)(3)(E)(ii), corrected names for faculty awards of distinction.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

Date Approved by the Commissioner for Publication in the *Texas Register*: July 12, 2019

Date Published in the *Texas Register*: July 26, 2019

The 30 day comment period with the Texas Register ended on: August 26, 2019

No comments were received.

Legal Review:

Approved by the Office of General Counsel  Date: 10-4-19

CHAPTER 15. NATIONAL RESEARCH UNIVERSITIES
SUBCHAPTER C. NATIONAL RESEARCH UNIVERSITY FUND

- 15.40 Purpose
- 15.41 Authority
- 15.42 Definitions
- 15.43 Eligibility
- 15.44 Accounting and Reporting

15.40 – 15.42 No Changes.

15.43 Eligibility

(a) The eligibility criteria for a general academic teaching institution to receive distributions from the Fund include: having an entering freshman class of high academic achievement; receiving recognition of research capabilities and scholarly attainment of the institution; having a high-quality faculty; and demonstrating commitment to high-quality graduate education.

(b) A general academic teaching institution is eligible to receive an initial distribution from the Fund appropriated for each state fiscal year if:

(1) the institution is designated as an emerging research university under the coordinating board's accountability system;

(2) in each of the two state fiscal years preceding the state fiscal year for which the appropriation is made, the institution expended at least \$45 million in restricted research funds; and

(3) the institution satisfies at least four of the following six criteria:

(A) the value of the institution's endowment funds is at least \$400 million in each of the two state fiscal years preceding the state fiscal year for which the appropriation is made;

(B) the institution awarded at least 200 doctor of philosophy degrees during each of the two academic years preceding the state fiscal year for which the appropriation is made;

(C) in each of the two academic years preceding the state fiscal year for which the appropriation is made, the entering freshman class of the institution demonstrated high academic achievement as reflected in the following criteria:

(i) At least 50 percent of the first-time entering freshman class students at the institution are in the top 25 percent of their high school class; or

(ii) The average SAT score of first-time entering freshman class students at or above the 75th percentile of SAT scores was equal to or greater than 1210 prior to fall 2017, [consisting of the Critical Reading (CR) and Mathematics (M) Components, Sections] or equal to or greater than 1280 starting with fall 2017, consisting of the Evidence-Based Reading and Writing (ERW) and Mathematics (M) Components, or the average ACT score of first-time entering freshman class students at or above the 75th percentile of ACT scores was equal to or greater than 26; and

(iii) The composition of the institution's first-time entering freshman class demonstrates progress toward reflecting the population of the state or the institution's region with respect to underrepresented students and shows a commitment to improving the academic performance of underrepresented students. One way in which this could be accomplished is by active participation in one of the Federal TRIO Programs, such as having one or more McNair Scholars in a particular cohort.

(D) the institution is designated as a member of the Association of Research Libraries, has a Phi Beta Kappa chapter, or is a member of Phi Kappa Phi;

(E) in each of the two academic years preceding the state fiscal year for which the appropriation is made, the faculty of the institution was of high quality as reflected in the following:

(i) ~~There must be five or more recognitions~~~~[The cumulative number]~~ of national or international ~~distinction of~~~~[distinctions]~~ tenured/tenure-track faculty ~~[achieved]~~ through ~~membership in~~~~[recognition as a member of]~~ one of the National Academies (including National Academy of ~~Sciences~~~~[Science]~~, National Academy of Engineering, ~~[Academy of Arts and Sciences]~~, and National Academy~~[Institute]~~ of Medicine), the American Academy of Arts and Sciences, or through receiving a~~[are]~~ Nobel Prize~~[recipients is equal to or greater than 5 for each year]~~; or

(ii) The annual number of awards of national and international distinction received by tenured/tenure-track faculty during a given academic year in any of the following categories is equal to or greater than 7 for each year.

(I) American Academy of Nursing ~~Fellows~~~~[Member]~~

(II) American Council of Learned Societies ~~[(ACLS)]~~Fellows

(III) American Law Institute ~~Members~~

(IV) Beckman Young Investigators

(V) Burroughs Wellcome Fund Career ~~Award Winners~~~~[Awards]~~

(VI) Cottrell Scholars

(VII) Getty Scholars in Residence

(VIII) Guggenheim Fellows

(IX) Howard Hughes Medical Institute Investigators

(X) Lasker Medical Research ~~Award Winners~~~~[Awards]~~

(XI) MacArthur Foundation Fellows

(XII) Andrew W. Mellon Foundation Distinguished Achievement ~~Award~~

~~Winners~~~~[Awards]~~

(XIII) National Endowment for the Humanities ~~[(NEH)]~~Fellows

(XIV) National Humanities Center Fellows

(XV) National Institutes of Health ~~[(NIH)]~~MERIT ~~(R37)~~ ~~Winners~~

(XVI) National Medal of Science ~~Winners~~~~[and National Medal of Technology winners]~~

~~(XVII) National Medal of Technology and Innovation Winners~~

~~(XVIII) National Science Foundation~~~~[(XVII) NSF]~~ CAREER Award ~~Winners~~~~[winners]~~

(excluding those who are also PECASE winners)

(XIX)~~[(XVIII)]~~ Newberry Library Long-term Fellows

(XX)~~[(XIX)]~~ Pew Scholars in Biomedicine

(XXI)~~[(XX)]~~ Pulitzer Prize Winners

(XXII)~~[(XXI) Winners of the]~~ Presidential Early Career Awards for Scientists and

Engineers (PECASE) ~~Winners~~

(XXIII)~~[(XXII)]~~ Robert Wood Johnson ~~Health~~ Policy Fellows

(XXIV)~~[(XXIII)]~~ Searle Scholars

(XXV)~~[(XXIV)]~~ Sloan Research Fellows

(XXVI)~~[(XXV)]~~ ~~Fellows of the~~ Woodrow Wilson ~~Center~~~~[Fellows]~~

(iii) In lieu of meeting either clause (i) or (ii) of this subparagraph, an institution may request that a comprehensive review of the faculty in five of the institution's Doctoral degree programs be conducted by external consultants selected by Coordinating Board staff in consultation with the institution and said review must demonstrate that the faculty are comparable to and competitive with faculty in similar programs at public institutions in the

Association of American Universities. Costs for the review shall be borne by the institution. This review is only available if the institution has already met or, as determined by Coordinating Board staff, is on track to meet three of the other eligibility criteria listed in subparagraphs (A) – (D) of this paragraph;

(F) in each of the two academic years preceding the state fiscal year for which the appropriation is made, the institution has demonstrated a commitment to high-quality graduate education as reflected in the following:

(i) The number of Graduate-level programs at the institution is equal to or greater than 50;

(ii) The Master's Graduation Rate at the institution is 56 percent or higher and the Doctoral Graduation Rate is 58 percent or higher; and

(iii) The institution must demonstrate that the overall commitment to five Doctoral degree programs, including the financial support for Doctoral degree students, is competitive with that of comparable high-quality programs at public institutions in the Association of American Universities. The five Doctoral degree programs selected for this review must be those selected in subparagraph (E)(iii) of this paragraph or, if subparagraph (E)(iii) of this paragraph is not chosen by the institution, then any five Doctoral degree programs at the institution. Costs for the review shall be borne by the institution.

15.44 No Changes.

AGENDA ITEM IX-N (2)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new rules for Chapter 1, Subchapter U, Sections 1.230-1.236, concerning the establishment of a Marketable Skills Task Force

RECOMMENDATION: Approval

Background Information:

The Texas higher education strategic plan, *60x30TX*, identified Marketable Skills as one of its four goals. The goal was developed in response to national discussions questioning graduate employability and the value of higher education. The goal reflects the belief that all degrees are embedded with Marketable Skills, i.e. skills that are of value to employers. Employers are looking for staff who can communicate, synthesize, and improve information, which are skills liberal arts and humanities students accrue in their programs. In a national study, most students surveyed identified "getting a better job" as the most important reason for attending college. Graduates who can market themselves to employers' needs can feel confident their college degree was worth the cost and the time. The goal requires institutions to formally identify marketable skills for each of its degree programs so that students are aware of and can communicate these skills to future employers. This would include both "soft" skills and "hard" skills.

In working with institutions, staff have discovered that a significant problem with meeting the goal is one of translation, or calibration. Colleges use the language of student learning outcomes to describe what students have learned. Employers use a different language in writing job descriptions and postings to describe the same skills and knowledge. The Marketable Skills Task Force will provide a mechanism for Coordinating Board staff to talk with representatives from business/industry, and the non-profit and public sectors about marketable skills. The Task Force will assist the THECB in identifying challenges and solutions associated with the marketable skills goal, open high-level communications between higher education and employers.

The Coordinating Board has engaged the services of Foghlam Consulting to help craft the charter and membership of the Task Force.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

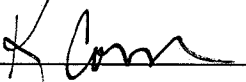
Date approved by the Commissioner for Publication in the *Texas Register*: July 12, 2019

Date published in the *Texas Register*: July 26, 2019

The 30-day comment period with the Texas Register ended on: August 24, 2019

No comments were received.

Legal Review:

Approved by the Office of General Counsel  Date: 10-4-19

CHAPTER 1. AGENCY ADMINISTRATION
SUBCHAPTER U. MARKETABLE SKILLS TASK FORCE

- 1.230 Authority and Specific Purposes of the Marketable Skills Task Force
- 1.231 Definitions
- 1.232 Committee Membership and Officers
- 1.233 Duration
- 1.234 Meetings
- 1.235 Tasks Assigned to the Committee
- 1.236 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.230 Authority and Specific Purposes of the Marketable Skills Task Force.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Government Code, 2110.0012

(b) Purpose. The Marketable Skills Task Force is created to provide the Commissioner and the Board with guidance regarding the implementation of the strategies under the Marketable skills goal of 60x30TX.

1.231 Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Marketable Skills: Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

1.232 Committee Membership and Officers.

- (a) The advisory committee shall be composed of representatives of business/industry, public service, non-profit organizations and/or appropriate associations
- (b) Board staff will recommend individuals for Board appointment
- (c) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(d) The number of committee members shall not exceed twenty-four (24).

(e) Members shall serve staggered terms of up to four years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

1.233 Duration.

The Committee shall be abolished no later than August 30, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.234 Meetings.

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

1.235 Tasks Assigned to the Task Force.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Marketable Skills goal of 60x30TX;
- (2) Provide Board staff with feedback about processes and procedures related to the Marketable Skills goal of 60x30TX
- (3) Any other issues related to the Marketable Skills goal of 60x30TX as determined by the Board.

1.236 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

AGENDA ITEM IX-O (1)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.83, 4.84, and 4.85 of Board rules concerning institutional agreements and state funding of dual credit courses

RECOMMENDATION: Approval

Background Information:

The intent of the amendments is to incorporate into existing rules changes and provisions enacted by House Bill (HB) 3650, SB 1276, and Senate Bill (SB) 25, 86th Texas Legislature, Regular Session. The proposed amendments to Section 4.84 add items to dual credit agreements between an institution of higher education and a school district to align the rule with amendments to Texas Education Code, Section 28.009 by HB 3650 and SB 1276, 86th Texas Legislature, Regular Session. The proposed amendments to Sections 4.83 and 4.85 establish additional state funding provisions for dual credit courses to align the rule with amendments to Texas Education Code, Section 61.059 by SB 25, 86th Texas Legislature, Regular Session.

The amendments were adopted by the Board on an emergency basis during the July 25, 2019 meeting pursuant to Section 2001.034 of the Government Code, which allows a state agency to adopt an emergency rule if a requirement of state or federal law requires adoption of the rule on less than a 30 days' notice. The rules are now being submitted to the Committee for final approval and adoption.

Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: July 29, 2019.

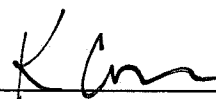
Date Published in the *Texas Register*: August 9, 2019.

The 30-day comment period with the *Texas Register* will end on: September 9, 2019.

No comments were received.

Legal Review:

Approved by the Office of General Counsel



Date: 10-4-19

Chapter 4. Rules Applying to All Public Institutions of Higher Education in Texas

Subchapter D. Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges

- 4.81. Purpose
- 4.82. Authority
- 4.83. Definitions
- 4.84. Institutional Agreements
- 4.85. Dual Credit Requirements

4.81. Purpose

This subchapter provides rules and regulations for public institutions of higher education to engage in dual credit partnerships with secondary schools. (See Chapter 9, Subchapter H of this title (relating to Partnerships Between Secondary Schools and Public Two-Year Associate Degree-Granting Institutions) for high school credit only partnerships, and remedial or developmental instruction for high school graduation partnerships.)

4.82. Authority

Texas Education Code, §28.009(b), §130.001(b)(3) - (4) and 130.008 provide the Board with the authority to regulate dual credit partnerships between public institutions of higher education and secondary schools with regard to lower division courses.

4.83. Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Articulated College Credit--Credit earned through a high school-level course that fulfills specific requirements of an identified college-level course and provides a pathway for high school students to earn credit toward a technical certificate or technical degree at a partnering institution of higher education.

(2) Board or Coordinating Board--The Texas Higher Education Coordinating Board.

(3) Career and Technical Education Course--A college-level course awarding semester credit hours and contained in the Workforce Education Course Manual (WECM) or a specified course contained in the Lower-Division Academic Course Guide manual that may be reported for state funding by institutions of higher education as a dual credit career and technical education course in the Coordinating Board Management (CBM) Reporting and Procedures Manual for Texas Community, Technical, and State Colleges.

(4) College--Public institution of higher education as defined in TEC 61.003(8).

(5) College Board Advanced Placement--College-Level courses and exams available to secondary students under the auspices of an approved College Board program.

(6) Commissioner--The Commissioner of Higher Education.

(7) Dual credit--A system under which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, applicable sections of these rules, §4.84(a) and §4.85(a), (b), (g), (h), (i) of this title (relating to Dual Credit Partnerships), apply irrespective of location or mode of delivery. Dual credit is also referred to as concurrent course credit; the terms are equivalent.

(8) Dual enrollment (previously referred to as dual or concurrent enrollment)--Refers to a system under which a student is enrolled in more than one educational institution (including a high school and a public institution of higher education). When a student in a dual enrollment system enrolls in courses that student earns appropriate course credit from each distinct educational institution that offered the course. Dual enrollment is not equivalent to dual credit.

(9) Early College Education Program--A program as defined in TEC 29.908.

(10) Early College Program--A program developed via an institutional agreement in partnership between a public institution of higher education and high schools or school districts in which a student enrolls in courses that are part of a defined sequence of courses leading to a Board approved certificate, AA, AS, or AAS degree program as defined in Title 19, Part 1, Chapter 9, Rule 9.1 - Definitions of Texas Administrative Code.

(11) Field of Study Curriculum (FOSC)--A set of courses that satisfies the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution. A field of study curriculum affects academic degree programs at public junior colleges, public technical institutes, or universities as designated within the particular field of study curriculum.

(12) International Baccalaureate Diploma Program--The curriculum and examinations leading to an International Baccalaureate diploma awarded by the International Baccalaureate Organization.

(13) Program of Study Curriculum (POSC)--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(14) ~~[(13)]~~ Public two-year associate degree-granting institution--A community college, a technical college, or a state college.

4.84. Institutional Agreements

(a) Need for Institutional Agreements. For any dual credit partnership between a secondary school and a public college, an agreement must be approved by the governing boards or designated authorities (e.g., principal and chief academic officer) of both the public

school district or private secondary school and the public college prior to the offering of such courses.

(b) Elements of Institutional Agreements. Any dual credit agreement must address the following elements:

- (1) Eligible Courses;
- (2) Student Eligibility;
- (3) Location of Class;
- (4) Student Composition of Class;
- (5) Faculty Selection, Supervision, and Evaluation;
- (6) Course Curriculum, Instruction, and Grading;
- (7) Academic Policies and Student Support Services;
- (8) Transcribing of Credit;
- (9) Funding; and
- (10) Defined sequences of courses, where applicable.

(c) Institutional Agreement between Public Institution of Higher Education and Public School District. Any agreement entered into or renewed between a public institution of higher education and public school district on or after September 1, 2019, including a memorandum of understanding or articulation agreement, must:

(1) include specific program goals aligned with the statewide goals developed under TEC 28.009, Subsection (b-1);

(2) establish common advising strategies and terminology related to dual credit and college readiness;

(3) provide for the alignment of endorsements described by Section 28.025 (c-1) offered by the district, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications;

(4) identify tools, including tools developed by the Texas Education Agency, Texas Higher Education Coordinating Board, or the Texas Workforce Commission, to assist counselors, students, and families in selecting endorsements offered by the district and dual credit courses offered under the agreement;

(5) [(2)] establish, or provide a procedure for establishing, the course credits that may be earned under the agreement, including developing a course equivalency crosswalk or other method of equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;

(6) [(3)] describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;

(7) [(4)] establish the institution of higher education's and the school district's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program; [and]

(8) state the sources of funding for courses offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the program;

(9) require the district and the institution to consider the use of free or low-cost open educational resources in courses offered under the program; and

(10) ~~(5)~~ be posted each year on the institution of higher education's and the school district's respective Internet websites.

4.85. Dual Credit Requirements

(a) Eligible Courses.

(1) Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.

(2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.

(3) A college course offered for dual credit must be:

(A) in the core curriculum of the public institution of higher education providing the credit;

(B) a career and technical education course; or

(C) a foreign language course.

(i) This provision does not apply to a college course for dual credit offered as part of an approved early college education program established under TEC §29.908 or an early college program as defined in this subchapter.

(ii) Any college course for dual credit offered as part of an early college program as defined in this subchapter must be a core curriculum course of the public institution of higher education providing the credit, a career and technical education course, a foreign language course, or a course that satisfies specific degree plan requirements leading to the completion of a Board approved certificate, AA, AS, AAS degree program, ~~[or]~~ FOSC, or POSC.

(4) Public colleges may not offer remedial and developmental courses for dual credit.

(b) Student Eligibility.

(1) A high school student is eligible to enroll in academic dual credit courses if the student:

(A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready and Adult Basic Education (ABE) Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).

(2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a minimum score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(3) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

(4) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 2 certificate or applied associate degree program under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a minimum score of 4000 on the English II STAAR EOC; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(C) A student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

(5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.

(6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

(7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

(8) An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.

(c) Location of Class. Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in Subchapters P and Q of this chapter (relating to Approval of Distance Education Courses and Programs for Public

Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions). In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically.

(d) Composition of Class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Notwithstanding the requirements of subsection (e) of this section, exceptions for a mixed class that combines college credit and high school credit-only students may be allowed only when the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

(1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

(2) If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(3) If the course is a career and technical/college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(e) Faculty Selection, Supervision, and Evaluation.

(1) The college shall select instructors of dual credit courses. These instructors must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

(2) The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.

(f) Course Curriculum, Instruction, and Grading. The college shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

(g) Academic Policies and Student Support Services.

(1) Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.

(2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

(h) Transcribing of Credit. For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

(i) Funding.

(1) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005 (g)) and the Board (TEC 61.059 (p) and (q)).

(2) The college may only claim funding for students earning ~~getting~~ college credit in core curriculum, field of study curriculum, program of study curriculum, career and technical education, and foreign language dual credit courses.

(3) This provision does not apply to students enrolled in approved early college education programs under TEC 29.908.

(4) All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.

AGENDA ITEM X-A

Committee Chair's Overview

The Chair of the Agency Operations Committee, will provide the Board an overview of the items on the agenda.

AGENDA ITEM X-B

Public Testimony on agenda items relating to the Agency Operations Committee

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair.

AGENDA ITEM X-C

Consideration of adopting the Committee's recommendation to the Board relating to a resolution authorizing the issuance of State of Texas College Student Loan Bonds in one or more series; and delegation of the authority for administration and approval of the activities necessary to complete the sale of the private activity bonds

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff is requesting approval to issue up to \$288 million in aggregate principal amount of private activity bonds in Fiscal Year 2020 to fund College Access Loans (CAL) to eligible students under Texas Education Code, Chapter 52, Subchapter C and to refund the 2010 bond series. The THECB staff has determined that it will be necessary to issue these bonds in one or more series to provide adequate funding to maintain the program, and the refunding bonds will be sold if the interest rate remains favorable at the time of closing.

Key Points:

- An application to the Bond Review Board will be submitted for a portion of the state's allocation of the private activity volume cap.
- \$200 million of the volume cap will be utilized to issue new bonds to support new student loans during the 2020/2021 Academic Year.
- \$88 million of volume cap will be utilized to refund the 2010 bond series that is callable after August 1, 2020.
- The THECB is a state-voted issuer of bonds.
- These bonds are authorized under the Texas Constitution, Sections 50b-4 through 50b-7.
- The total bond debt outstanding is currently \$1.2 billion.
- The total bond funded student loans outstanding is \$1.5 billion.
- The THECB has \$935 million of bonding authority remaining.
- 10% of the state ceiling is reserved for state voter issuers, and the THECB is authorized up to \$200 million, or 6.80%. (Tx Gov. Code, Sec. 1372) for new bonds. Refunding bonds are authorized in this statute under sub-ceiling 5.
- The Agency sells tax exempt private activity bonds.
- The Agency is required to maintain compliance with various state statutes, and Securities Exchange Commission and Internal Revenue Service regulations.
- These bonds are general obligation and are backed by the credit of the State (Moody's AAA rating June 2019).
- The Office of Attorney General is required to approve the final sale.

Historical bond sales

Year Principal Yield

2011A	\$ 124,995,000	4.52%
2011B	\$ 29,061,285	1.46%
2011C	\$ 7,425,538	3.40%
2012	\$ 99,995,837	2.74%
2013A	\$ 112,785,395	2.74%
2013B	\$ 127,419,151	3.35%
2014	\$ 81,144,804	2.93%
2015	\$ 169,502,971	3.05%
2016	\$ 179,995,090	4.11%
2017	\$ 170,613,632	3.11%
2018R	\$ 103,848,967	2.68%
2019	\$ 170,275,723	3.35%

Loan volume has increased over the past five years.

College Access Loan disbursement history

	Total # of Students	Gross Disbursed
PY 04	5,994	\$38,044,856.45
PY 05	6,243	\$41,442,307.08
PY 06	7,040	\$49,470,079.89
PY 07	11,944	\$102,756,666.88
PY 08	7,999	\$74,181,871.12
PY 09	8,702	\$79,778,517.38
PY 10	8,911	\$86,157,023.17
PY 11	8,378	\$87,521,197.15
PY 12	8,655	\$97,407,152.08
PY 13	8,102	\$100,585,758.18
PY 14	7,533	\$98,925,759.26
PY 15	9,080	\$118,877,752.87
PY 16	10,615	\$148,242,100.06
PY 17	11,921	\$172,867,455.17
PY 18	9,056	\$148,466,342.93

A representative from the Board's bond counsel, McCall, Parkhurst & Horton, and a financial advisor from Hilltop Securities, Inc. will be available to answer questions regarding the proposed resolution authorizing the issuance of the bonds, the delegation the authority to approve all final terms of the bonds, or the delegation of authority to file for the state's allocation of private activity volume cap.

Ken Martin, Assistant Commissioner for Financial Services/CFO, will present this item and be available for questions.