



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 Austin, Texas 78711

MEMORANDUM

April 10, 2019

Stuart W. Stedman
CHAIR

Fred Farias III, O.D.
VICE CHAIR

John T. Steen, Jr.
SECRETARY OF THE BOARD

Michelle Q. Tran
STUDENT REPRESENTATIVE

Arcilia C. Acosta
S. Javaid Anwar
Michael J. Plank
Ricky A. Raven
Donna N. Williams
Welcome Wilson, Jr.

Raymund A. Paredes
COMMISSIONER
OF HIGHER EDUCATION

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

To: Coordinating Board Members & Interested Parties
From: Raymund A. Paredes
Subject: Coordinating Board Meeting

The agenda for the April 25, 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, April 24

2:00 p.m.

Agency Operations Committee

Texas Higher Education Coordinating Board
Board Room 1.170

6:00 p.m.

Reception for Board Members with the Council of Public University Presidents and Chancellors followed by Dinner for Board Members

Headliners Club
221 West 6th Street
Austin, TX 78701

Thursday, April 25

Coordinating Board Meeting

Texas Higher Education Coordinating Board
Board Room 1.170

8:30 a.m.

Agenda Item I

Call to Order: Opening Remarks and University
Presentation

April 10, 2019

Page 2

9:20 a.m.	<u>Agenda Item II</u> Approval of Minutes
9:22 a.m.	<u>Agenda Item III</u> Approval of the Consent Calendar for entire meeting
9:25 a.m.	<u>Agenda Item IV</u> Major Policy Discussion
10:25 a.m.	<u>Agenda Item V</u> Recognition of Excellence
10:55 a.m.	<u>Agenda Item VI</u> Matters relating to <i>60x30TX</i> and Innovation in Higher Education
11:25 a.m.	<u>Agenda Item VII</u> Executive Session
11:55 a.m.	<u>Agenda Item VIII</u> Lunch
12:30 p.m.	<u>Agenda Item IX</u> Matters relating to the Committee on Affordability, Accountability and Planning
1:15 p.m.	<u>Agenda Item X</u> Matters relating to the Committee on Academic and Workforce Success
2:00 p.m.	<u>Agenda Item XI</u> Matters relating to the Agency Operations Committee
2:15 p.m.	<u>Agenda Item XII</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@thehb.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	08/31/19
John T. Steen, Jr. <i>Secretary of the Board</i> SAN ANTONIO	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	08/31/19
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
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
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Michelle Q. Tran <i>Student Representative</i> HOUSTON	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 Phone: (512) 427-6101	05/31/18

Dated 03/20/2019

Standing Committee Membership
Effective March 20, 2019

Committee on Academic and Workforce Success (CAWS)

Fred Farias III, O.D., Chair
Donna N. Williams., Vice Chair
Ricky A. Raven
Welcome W. Wilson, Jr.
Michelle Q. Tran (Student Representative), Ex-Officio
Stuart W. Stedman, Board Chair, Ex-Officio

Committee on Affordability, Accountability and Planning (CAAP)

S. Javaid Anwar, Chair
Welcome W. Wilson, Jr., Vice Chair
Ricky A. Raven
Donna N. Williams
Michelle Q. Tran (Student Representative), Ex-Officio
Stuart W. Stedman, Board Chair, Ex-Officio

Agency Operations Committee (AOC)

John T. Steen, Jr., Chair
Ricky A. Raven, Vice Chair
S. Javaid Anwar
Fred Farias III, O.D.
Michelle Q. Tran (Student Representative), Ex-Officio
Stuart W. Stedman, Board Chair, Ex-Officio

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, April 25, 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 and University Presentation

- A. Consideration of Resolutions of Appreciation for Outgoing Board Members
- B. Commissioner's Remarks
- C. Presentation on The University of Texas at San Antonio by President Taylor Eighmy

II. Approval of Minutes

- A. January 24, 2019, Board Meeting
- B. February 8, 2019, Special Called Board Meeting

III. Approval of the Consent Calendar

- A. Consent Calendar

IV. Major Policy Discussion

- A. Higher Education: Providing Access without Unnecessary Duplication

V. Recognition of Excellence

- A. Texas Recipients of Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring

VI. Matters relating to *60x30TX* and Innovation in Higher Education

- A. Texas Affordable Baccalaureate (TAB) Program: Lessons learned from the first five years

VII. 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

VIII. Lunch**IX. 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. Data Highlight: Efficiencies in Student Pathways to Completion
- D. Consideration of adopting the Committee's recommendation to the Board relating to the annual report about the financial condition of the state's community college districts (*S.B. 1, 85th Texas Legislature, Regular Session, Rider 12, III-217*)
- E. 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
- F. Report on facilities projects that were submitted to the Coordinating Board
- G. Update on the Board's legislative recommendations to the 86th Texas Legislature
- H. Consideration of adopting the Committee's recommendation to the Board for approval of the nominated member of the Financial Aid Advisory Committee
- I. Proposed Rules:
 - (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter D, Sections 23.94-23.98 of Board rules, concerning the Loan Repayment Program for Mental Health Professionals

X. 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 a new degree program:

UNIVERSITY OF HOUSTON

- (1) Doctor of Philosophy (PhD) degree with a major in Communication Sciences and Disorders

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER

- (2) Doctor of Philosophy (PhD) degree with a major in Applied Clinical Research

TEXAS A&M UNIVERSITY

(3) Bachelor of Science (BS) degree with a major in Architectural Engineering

TEXAS A&M UNIVERSITY-KINGSVILLE

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

THE UNIVERSITY OF TEXAS AT TYLER

(5) Bachelor of Science (BS) degree with a major in Chemical Engineering

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON

(6) Bachelor of Science in Nursing (BSN) degree to Doctor of Nursing Practice (DNP) degree in Nurse Practitioner

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

(7) Doctor of Occupational Therapy (OTD) degree with a major in Occupational Therapy

- D. Consideration of adopting the Committee's recommendation to the Board relating to a request from Medisend College of Biomedical Engineering Technology for a second 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 Fiscal Year 2019 Annual Review of Low-Producing Programs
- F. Consideration of adopting the Committee's recommendation to the Board relating to the guidelines for the 2019 Texas Higher Education Star Awards
- G. Consideration of adopting the Committee's recommendation to the Board relating to the approval of funding to develop online higher education professional development modules
- H. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- I. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Communications Field of Study
- J. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved History Field of Study
- K. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the:
 - (1) Apply Texas Advisory Committee
 - (2) Graduate Education Advisory Committee
 - (3) Learning Technology Advisory Committee
 - (4) Health Services Field of Study Advisory Committee
 - (5) Natural Resources Conservation and Research Field of Study Advisory Committee
- L. Proposed Rules:
 - (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.8 of Board rules concerning expert witnesses

- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter B, Sections 4.32 and 4.33 of Board rules concerning students enrolled at more than one institution, and the review schedules for Field of Study curricula
- (3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.84 and 4.85 of Board rules concerning institutional agreements, and dual credit requirements
- (4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter G, Sections 4.151-4.153, 4.155-4.158, and 4.160 of Board rules concerning Early College High Schools, and repeal of Sections 4.154, 4.159, and 4.161 of Board rules concerning Early College High Schools
- (5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed repeal of Chapter 27, Subchapter A, Sections 27.101 – 27.107 of Board rules concerning the Engineering Field of Study Advisory Committee
- (6) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter B, Sections 27.123 and 27.124 of Board rules concerning the duration and committee membership terms for the Music Field of Study Advisory Committee
- (7) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter C, Sections 27.143 and 27.144 of Board rules concerning the duration and committee membership terms for the Nursing Field of Study Advisory Committee
- (8) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter D, Sections 27.163 and 27.164 of Board rules concerning the duration and committee membership terms for the Business Field of Study Advisory Committee
- (9) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter E, Sections 27.183 and 27.184 of Board rules concerning the duration and committee membership terms for the Communications Field of Study Advisory Committee
- (10) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter G, Sections 27.223 and 27.224 of Board rules concerning the duration and committee membership terms for the Mexican American Studies Field of Study Advisory Committee
- (11) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter H, Sections 27.243 and 27.244 of Board rules concerning the duration and committee membership terms for the Architecture Field of Study Advisory Committee

(12) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter LL, Sections 27.841 – 27.847 of Board rules concerning the establishment of the Chemistry Field of Study Advisory Committee

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

XI. Matters relating to the Agency Operations Committee

- A. Committee Chairs' Overview
- B. Public Testimony on Items Relating to the Agency Operations Committee
- C. Update on the Board's budget priorities for the 86th Texas Legislature
- D. Consideration of adopting the Committee's recommendation to the Board relating to amending the Board Operating Policies and Procedures
- E. 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 to refund the 2009 bond series; and delegation of the authority for administration and approval of the activities necessary to complete the sale of the private activity bonds
- F. Consideration of adopting the Committee's recommendation to the Board relating to authorization to enter into an agreement with the Office of the Attorney General (OAG) to provide collection services for the agency's student loan program
- G. Consideration of adopting the Committee's recommendation to the Board relating to a proposed new subsection to Chapter 1, Subchapter A, Section 1.16 of Board rules concerning Agency Administration (Contracts, Including Grants, for Materials and/or Services)

XII. Adjournment

AGENDA ITEM I-A

Consideration of Resolutions of Appreciation for Outgoing Board Members

RECOMMENDATION: Approval

Background Information:

The Board will consider resolutions of appreciation for Arcilia C. Acosta, Michael J. Plank, and Michelle Q. Tran.

AGENDA ITEM I-B

Commissioner's Remarks

RECOMMENDATION: No action required

Background Information:

The Board will invite Raymund Paredes, Commissioner of Higher Education, to comment on some of the important agenda items.

AGENDA ITEM I-C

Presentation on The University of Texas at San Antonio by President Taylor Eighmy

RECOMMENDATION: No action required

Background Information:

Founded by the Texas Legislature in 1969, The University of Texas at San Antonio (UTSA) is the largest university in the San Antonio metropolitan region. The institution now has four campuses – Main Campus, Downtown Campus, Hemisfair Campus (Institute of Texan Cultures), and Park West Campus. The university is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement, and public service. The Carnegie Foundation for the Advancement of Teaching has selected UTSA to receive its prestigious Community Engagement Classification, recognizing the university's commitment to serving the local community.

As a public, multicultural institution, UTSA provides a wide variety of quality programs and services designed to support student success and enrich learning and living experiences for its students. Faculty and staff are committed to helping students reach their educational, personal, and professional aspirations with one-on-one interaction and personal instruction. The university is accredited by the Southern Association of Colleges and Schools and currently offers undergraduate degrees in 60 academic majors through its eight colleges. The UTSA Graduate School collaborates with UTSA's academic colleges to offer more than 120 doctoral, master's, and graduate certificate programs. In the last five years, the institution has awarded 23,558 bachelor's degrees; 5,955 master's degrees; and 606 doctoral degrees. Enrollment now exceeds 27,500 undergraduate and 4,500 graduate students.

Soon after arriving in the fall of 2017, UTSA's sixth president, Dr. Taylor Eighmy, launched a strategic planning process charting a course for UTSA to reach new levels of excellence over the next 10 years. Bringing a strong track record of advancing top research universities through strategic government collaborations, public-private partnerships, and community engagement, President Taylor held intensive community dialogs with internal and external stakeholders, as well as The University of Texas System and its Board of Regents. Through these efforts, UTSA has now designated three overarching "destinations" that will guide the university forward: (1) UTSA will be a model for student success; (2) UTSA will be a great public research university; and (3) UTSA will be an exemplar for strategic growth and innovative excellence.

Three Presidential Initiatives have been launched to focus on student success, strategic enrollment, and budget modeling. Task forces have developed comprehensive plans for each area to drive UTSA's institutional strategies over the next two to three years. Many additional initiatives have been started, and new ones will be brought forward on a regular basis to drive UTSA closer to its destinations.

President Taylor Eighmy will provide a presentation on UTSA, its strategic plan, and his vision for the future of the institution.

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD

MINUTES

January 24, 2019

Regular Quarterly Meeting

1200 East Anderson Lane, Austin, Texas

The Texas Higher Education Coordinating Board convened at 8:30 a.m. on January 24, 2019, with the following members present: **Stuart Stedman, presiding; Fred Farias; Arcilia Acosta; Javaid Anwar; Michael Plank; Ricky Raven; John Steen; Donna Williams; Michelle Tran; and Welcome Wilson.**

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 all board members were present.
A. Commissioner's Remarks	No action required. Commissioner Paredes provided remarks on some of today's agenda items.
B. Presentation on Prairie View A&M University by President Ruth Simmons	No action required. Dr. Ruth J. Simmons provided a presentation on Prairie View A&M University and her vision for the future of the institution.
II. Approval of Minutes	
A. October 25, 2018, Board Meeting	On a motion by Mr. Raven, seconded by Mr. Steen, the Board approved the October 25, 2018, minutes.
III. Approval of the Consent Calendar	Dr. Farias requested that Item 10-D be added to the Consent Calendar. On a motion by Ms. Acosta, seconded by Mr. Raven, the Board added Item 10-D to the Consent Calendar. On a motion by Dr. Farias, seconded by Mr. Raven, the Board approved the Consent Calendar as amended. Items on the Consent Calendar were: IX-E; IX-F; X-D; X-E; X-F; X-I; X-J; X-K; X-L; X-M; X-N; XI-D; and XI-E.

AGENDA ITEM	ACTION
IV. Major Policy Discussion	
A. Texas Demographics: Implications for Higher Education	No action required. Dr. Lloyd Potter, State Demographer for Texas, made a presentation to the Board and shared information and insights from the work produced by the Texas Demographic Center (TDC) as part of the Texas Population Estimates and Projections Program. Following Dr. Potter's presentation, Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, presented the results of the Biennial Higher Education Enrollment Forecast and discussed the implications of the forecast with Dr. Potter.
B. Consideration of adopting the staff recommendation to the Board relating to approval of the Enrollment Forecast	On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the Enrollment Forecast. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, provided a presentation during the Major Policy Discussion and was available to answer questions.
V. Recognition of Excellence	
A. Houston Community College – Open Educational Resources	No action required. Dr. Nathan Smith, Open Educational Resources Coordinator and Professor of Philosophy at Houston Community College, provided a presentation on open educational resources at Houston Community College.
VI. Matters relating to <i>60x30TX</i> and Innovation in Higher Education	
A. <i>60x30TX</i> Regional Strategies	No action required. Dr. Jenna Cullinane Hege, Deputy Assistant Commissioner for Strategic Planning, provided a presentation and facilitated a discussion regarding <i>60x30TX</i> efforts to date in the Metroplex and High Plains higher education regions. Dr. Rosemary Haggett, Vice Chancellor for Academic Affairs and Student Success and Board Secretary at the University of North Texas System, and Dr. Ryan Gibbs, Vice President for Academic Affairs at South Plains College, who serve on the regional advisory groups from the Metroplex and High Plains respectively, described the <i>60x30TX</i> efforts in their regions to date.

AGENDA ITEM	ACTION
VII. Matters relating to the Full Board	
A. State of Registered Apprenticeship in Texas, by Julian Alvarez III, Commissioner Representing Labor, Texas Workforce Commission	No action required. Mr. Julian Alvarez III, Commissioner Representing Labor, Texas Workforce Commission, provided a presentation on registered apprenticeships in Texas and visions for their future. Also presenting with Mr. Alvarez were Mr. Dudley Light, Regional Director, U.S. Department of Labor/Education & Training Administration/Office of Apprenticeship; Ms. Desi Holmes, Apprenticeship Director, Workforce Development Division, Texas Workforce Commission; and Dr. Sallie Kay Janes, Associate Vice Chancellor Continuing & Professional Development, San Jacinto College District.
B. Update on initiatives related to providing healthcare to rural areas	No action required. Dr. Stacey Silverman, Deputy Assistant Commissioner for Academic Quality and Workforce, introduced this item. Dr. Nancy Dickey, President Emeritus, Texas A&M University Health Science Center, and Ms. Mari Robinson, Director of Telehealth, The University of Texas Medical Branch Galveston, presented an update of institutional efforts currently underway to improve healthcare in rural areas.
VIII. Lunch	
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.
C. Data Highlight: How Rising Graduation Rates Support the Completion Goal	No action required. Dr. Julie Eklund, Assistant Commissioner, Strategic Planning and Funding, provided a presentation and was available for questions.
D. Report on facilities projects that were submitted to the Coordinating Board	No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, was available for questions.

AGENDA ITEM	ACTION
E. Consideration of adopting the Committee's recommendation to the Board relating to approval of the Facilities Audit Report	This item was approved on the Consent Calendar.
F. Report on Financial Aid Advisory Committee activities	This item was approved on the Consent Calendar.
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.
<p>C. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:</p> <p>TARLETON STATE UNIVERSITY (1) Doctor of Philosophy (PhD) degree with a major in Criminal Justice</p> <p>TEXAS STATE UNIVERSITY (2) Bachelor of Science (BS) degree with a major in Civil Engineering</p> <p>TEXAS A&M UNIVERSITY (3) Bachelor of Science (BS) degree with a major in Environmental Engineering</p>	<p>On a motion by Ms. Acosta, seconded by Mr. Steen, the Board approved the new degree program. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p> <p>On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the new degree program. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p> <p>On a motion by Mr. Wilson, seconded by Mr. Plank, the Board approved the new degree program. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p>

AGENDA ITEM	ACTION
D. Consideration of adopting the Committee's recommendation to the Board relating to the Report on Developmental Education (<i>Rider 33, 85th Texas Legislature, Regular Session</i>)	This item was approved on the Consent Calendar.
E. Consideration of adopting the Committee's recommendation to the Board relating to the approval to increase funding for Grad TX activities designed to help meet the completion goal of <i>60x30TX</i>	This item was approved on the Consent Calendar.
F. Consideration of adopting the Committee's recommendation to the Board relating to the July 2018 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")	This item was approved on the Consent Calendar.
G. 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, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.
H. Consideration of adopting the staff recommendation to the Board relating to the 2018 report on the National Research University Fund	On a motion by Ms. Williams, seconded by Mr. Anwar, the Board approved the 2018 report on the National Research University Fund. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item to the Board and was available for questions.
I. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for: (1) Carl D. Perkins Career and Technical Education Basic Grant Program (2) Carl D. Perkins Career and Technical Leadership Grant Program	This item was approved on the Consent Calendar.
J. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to: (1) Graduate Education Advisory Committee (2) Lower-Division Academic Course Guide Manual Advisory Committee	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
(3) Undergraduate Education Advisory Committee (4) Kinesiology and Exercise Science field of Study Advisory Committee (5) Fine Arts Field of Study Advisory Committee (6) Agricultural Business and Administration Field of Study Advisory Committee (7) Journalism Field of Study Advisory Committee (8) Animal Sciences Field of Study Advisory Committee	
K. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Mathematics Field of Study	This item was approved on the Consent Calendar.
L. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Radio and Television Field of Study	This item was approved on the Consent Calendar.
M. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Economics Field of Study	This item was approved on the Consent Calendar.
N. Proposed Rules: (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter II, Sections 27.781 – 27.787 of Board rules concerning the establishment of the Health Services Field of Study Advisory Committee (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter JJ, Sections 27.801 – 27.807 of Board rules concerning the establishment of the Hospitality Field of Study Advisory Committee (3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter KK, Sections 27.821 – 27.827 of Board rules concerning the establishment of the Natural Resources Field of Study Advisory Committee	<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>
O. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting	No action required. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.

AGENDA ITEM	ACTION
XI. Matters relating to the Agency Operation's Committee	
A. Committee Chair's Overview	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.
B. Public Testimony on Items Relating to the Agency Operation's Committee	No action required.
C. Update on the Board's Legislative Appropriations Request to the 86th Texas Legislature	No action required. Ms. Linda Battles, Deputy Commissioner for Agency Operations and Communications/Chief Operating Officer, provided a brief presentation and was available for questions.
D. Consideration of adopting the Committee's recommendation to the Board relating to the Amended Risk-Based Compliance Monitoring Work Plan for Fiscal Year 2019	This item was approved on the Consent Calendar.
E. 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 for the Emerging Research Universities	This item was approved on the Consent Calendar.
F. Consideration of adopting the Committee's recommendation to the Board relating to amending the Board Operating Policies and Procedures	This item was not considered today, because at the Agency Operations Committee (AOC) meeting yesterday, the Committee voted to defer it to the next AOC meeting to give staff sufficient time to make the changes that were discussed.
XI. Adjournment	

With no further business, on a motion by Mr. Wilson, seconded by Mr. Plank, the meeting adjourned at approximately 1:54 p.m.

Respectfully Submitted,
John Steen

Secretary of the Board

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD
MINUTES
February 8, 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 February 8, 2019, with the following members present: Stuart Stedman, presiding; Fred Farias; Michael Plank; Ricky Raven; John Steen; Donna Williams; Michelle Tran; and Welcome Wilson.

Members absent: Arcilia Acosta and Javaid Anwar

AGENDA ITEM	ACTION
I. Call to order and Opening Remarks	Mr. Stedman called the teleconference meeting of the Coordinating Board to order and called the role. All members were present except for Ms. Acosta and Mr. Anwar.
II. Public Testimony	No requests were received regarding public testimony.
III. Discussion and Consideration of a Recommendation to issue a Request for Proposals regarding an Executive Search Firm to provide assistance in the search for the next Commissioner of Higher Education	On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved issuing a request for proposals regarding an executive search firm to provide assistance in the search for the next commissioner of higher education. Mr. Stedman led a brief discussion with the Board.
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	The Board went into closed session at 10:17 a.m. and reconvened at 11:02 a.m. There was no action taken during the closed session.
V. Adjournment	

With no further business, on a motion by Mr. Steen, seconded by Mr. Wilson, the meeting adjourned at approximately 11:02 a.m.

Respectfully Submitted,

John Steen
Secretary of the Board

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

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

- H. Consideration of adopting the Committee's recommendation to the Board for approval of the nominated member of the Financial Aid Advisory Committee
- I. Proposed Rules:
 - (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter D, Sections 23.94-23.98 of Board rules, concerning the Loan Repayment Program for Mental Health Professionals

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

- C. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:
 - TEXAS A&M UNIVERSITY
 - (3) Bachelor of Science (BS) degree with a major in Architectural Engineering
 - TEXAS A&M UNIVERSITY-KINGSVILLE
 - (4) Bachelor of Science (BS) degree with a major in Industrial Engineering
 - THE UNIVERSITY OF TEXAS AT TYLER
 - (5) Bachelor of Science (BS) degree with a major in Chemical Engineering
- F. Consideration of adopting the Committee's recommendation to the Board relating to the guidelines for the 2019 Texas Higher Education Star Awards
- I. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Communications Field of Study
- J. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board approved History Field of Study
- K. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the:
 - (1) Apply Texas Advisory Committee
 - (2) Graduate Education Advisory Committee
 - (3) Learning Technology Advisory Committee
 - (4) Health Services Field of Study Advisory Committee
 - (5) Natural Resources Conservation and Research Field of Study Advisory Committee
- L. Proposed Rules:
 - (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.8 of Board rules concerning expert witnesses

- (2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter B, Sections 4.32 and 4.33 of Board rules concerning students enrolled at more than one institution, and the review schedules for Field of Study curricula
- (3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.84 and 4.85 of Board rules concerning institutional agreements, and dual credit requirements
- (4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter G, Sections 4.151-4.153, 4.155-4.158, and 4.160 of Board rules concerning Early College High Schools, and repeal of Sections 4.154, 4.159, and 4.161 of Board rules concerning Early College High Schools
- (5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed repeal of Chapter 27, Subchapter A, Sections 27.101 – 27.107 of Board rules concerning the Engineering Field of Study Advisory Committee
- (6) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter B, Sections 27.123 and 27.124 of Board rules concerning the duration and committee membership terms for the Music Field of Study Advisory Committee
- (7) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter C, Sections 27.143 and 27.144 of Board rules concerning the duration and committee membership terms for the Nursing Field of Study Advisory Committee
- (8) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter D, Sections 27.163 and 27.164 of Board rules concerning the duration and committee membership terms for the Business Field of Study Advisory Committee
- (9) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter E, Sections 27.183 and 27.184 of Board rules concerning the duration and committee membership terms for the Communications Field of Study Advisory Committee
- (10) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter G, Sections 27.223 and 27.224 of Board rules concerning the duration and committee membership terms for the Mexican American Studies Field of Study Advisory Committee
- (11) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter H, Sections 27.243 and 27.244 of Board rules concerning the duration and committee membership terms for the Architecture Field of Study Advisory Committee
- (12) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter LL, Sections 27.841 – 27.847 of Board rules concerning the establishment of the Chemistry Field of Study Advisory Committee

AGENDA ITEM IV-A

Higher Education: Providing Access without Unnecessary Duplication

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 providing access to higher education without unnecessary duplication. The goals of *60x30TX* will not be realized without ensuring that every student who wants to go to college in Texas has the opportunity to do so. The state of Texas provides widespread access to higher education in Texas.

The enabling legislation that created the Texas Higher Education Coordinating Board (THECB) charged it with ensuring against the unnecessary duplication of programs. The policy discussion will focus on how that charge is operationalized by THECB staff while meeting the access demands of a large and diverse state. Historically, policy has focused on programs that are offered in either face-to-face or hybrid formats. As such, attention has been paid to the geographic proximity of similar programs and the capacity of those programs. However, online education offers the promise of programs anywhere at any time, necessitating a different approach to unnecessary duplication.

The determination of unnecessary duplication is usually accomplished through the approval of instructional programs. All Level I and Level II certificates, and all associate, bachelor's, master's, and doctoral degrees must be approved by the Board or THECB staff before being offered. In analyzing proposals, THECB staff have several criteria that are used in making that determination. Such things as the geographic proximity of similar programs, the capacity of existing programs, workforce and student demand, and the regional need for the program are all considered.

Rex Peebles, Ph.D., Assistant Commissioner, Academic Quality and Workforce, will provide a brief overview, introduce panelists, and facilitate the discussion. Panelists who have been invited to present to the Board are:

- Stacey Silverman, Ph.D., Deputy Assistant Commissioner for Academic Quality
- James Goeman, Ph.D., Assistant Director for Graduate and Professional Programs
- Jennifer Nailos, Ed.D., Program Director for Academic Quality
- Andrew Lofters, Ph.D., Program Director for Workforce

AGENDA ITEM V-A

Texas Recipients of Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring

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 are the four college professors in Texas who received Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM) in June 2018. The PAESMEM award is the highest honor bestowed upon mentors who work to expand STEM talent. Nationwide, 27 individuals were named recipients of the PAESMEM, the following four from Texas:

- Dan G. Dimitriu, Ph.D., P.E., Professor and Engineering Program Coordinator, San Antonio College
- Tanja Karp, Ph.D., Associate Professor, Electrical and Computer Engineering, Texas Tech University
- Jorge A. López, Ph.D., Shumaker Professor of the Physics Department, The University of Texas at El Paso
- Joshua Villalobos, Dean of Instructional Programs and Campus Dean of the Mission del Paso Campus, El Paso Community College

PAESMEM recognizes the critical roles mentors play outside the traditional classroom in the academic and professional development of the future science, technology, engineering, and mathematics (STEM) workforce. Colleagues, administrators, and students nominate individuals and organizations for exemplary mentoring sustained over a minimum of five years. Mentors support learners from the kindergarten through collegiate levels, as well as those who recently have started their careers in STEM. They share their expertise and guidance with learners, sometimes through formal mentoring programs. Learners are often from traditionally underrepresented groups in STEM.

The National Science Foundation (NSF) administers the honorary awards program on behalf of the White House Office of Science and Technology Policy (OSTP). OSTP selects both individuals and organizations to receive the honor. Each awardee receives \$10,000 and a presidential citation at a White House ceremony, among other recognition events held in Washington.

Professor Dimitriu, Professor Karp, Professor Lopez, and Dean Villalobos will make a presentation on their mentoring roles, strategies, and activities that have helped expand STEM talent in Texas.

**Texas Recipients of Presidential Awards for Excellence
in Science, Mathematics and Engineering Mentoring**

Dan G. Dimitriu, Ph.D., P.E.
Professor and Engineering Program Coordinator
San Antonio College

Dr. Dan Dimitriu has been practicing engineering since 1970 and has taught engineering courses for over 35 years. In 1988, he became a licensed professional engineer, producing 10 patents, two books, and numerous technical papers. He has been the coordinator of the Engineering Program at San Antonio College since 2001 and an adjunct professor at The University of Texas at San Antonio (UTSA) since 2004. He also has been an adjunct professor at Our Lady of the Lake University since 2009, where he initiated the "E4E-Engineering for Educators" graduate program. His research interests include design, alternative fuels, fuel cells, plastics, and engineering education.

From the unmistakable perspective of an engineer, Dr. Dimitriu's philosophy that guides his mentoring springs from the heart of a designer. His relationships with mentees grow continuously, based on assessing needs, choosing activities, and evaluating the outcomes. He says, "I built my mentoring role to be part coach preparing students for their big game after graduation, part advisor to help them choose the right courses for their career path, part trainer to improve their skills, part counselor to help them in hard times, part cheerleader to celebrate their successes and, above everything else, to be a strong role model."

Along with his collaborators, Dr. Dimitriu has built an amazing mentorship and support system for San Antonio College, and the results are impressive. When he began at San Antonio College in 2001, there were only 164 students with a declared major in engineering. By 2017, there were close to 800 declared engineering majors, making the engineering program the fifth largest at San Antonio College. During the same period, engineering graduates have gone from one or two each year to 50 in 2013-2014. San Antonio College is a Hispanic-Serving Institution and, during the last 13 years, over 65 percent of its engineering students have been underrepresented minority students. Dr. Dimitriu has intensively mentored 64 students: Eighteen have graduated from San Antonio College, and 42 have transferred to four-year institutions. Twenty of his mentees have been accepted into research internships at institutions in The University of Texas System, and five of his mentees have received internships with local San Antonio companies.

Dr. Dimitriu's activities have been supported with awards from the National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), and the U.S. Department of Education. The NSF support enabled him to create the Early Development of General Engineering, a summer program designed to attract and retain high school students in the engineering field. NASA support enabled a partnership with UTSA for student internships at the Johnson Space Center, as well as undergraduate research projects on the campus of San Antonio College. The success of the NASA program led to Dr. Dimitriu's creation of a summer undergraduate research program at San Antonio College in 2010. Since then, over 175 students have participated in 41 research projects at the college. All of these efforts have brought Dr. Dimitriu several awards and recognitions.

Dr. Dimitriu earned his Doctor of Philosophy in Engineering from North Dakota State University in 1993; a master's degree in Business Administration with a major in International Economic Relations from the Academy of Economic Sciences, Bucharest, Romania in 1979; a Master of Science in Mechanical Engineering from Polytechnic Institute of Bucharest, Bucharest, Romania in 1970; and an Associate Degree in Graphic Arts from the Popular School of Arts, Bucharest, Romania in 1976.

Tanja N. Karp, Ph.D.
Associate Professor, Electrical and Computer Engineering
Texas Tech University

Dr. Tanja Karp got into the field of electrical engineering right after graduating from high school, where she particularly enjoyed math and physics classes. She enrolled in a master's program in electrical engineering at Hamburg University of Technology in Hamburg, Germany and continued at the same university as a research scientist, earning her doctoral degree in electrical engineering in 1997. During her doctoral studies and until about 2005, her major research focus was in the area of multirate signal processing. She was an assistant professor at Texas Tech University (TTU) from 2000 to 2006, and she has been an associate professor at TTU since 2006.

To Dr. Karp, the purpose of mentoring is to assist mentees to succeed in their careers, to meet their goals, and to broaden their horizons. She observes that, "There is no immediate reward for the mentor other than the gratifying feeling when seeing the mentee succeed, and the new perspectives gained through the interaction." Over more than 10 years of her mentoring work, Dr. Karp has developed many long-term partnerships and collaborations.

Creating new opportunities to engage K-12 students in science, technology, engineering, and mathematics (STEM) through robotics programs is one of Dr. Karp's chief concentrations, but her mentoring also includes undergraduate and graduate students, as well as teachers and colleagues in academia and industry. She sees her role as that of a visionary and facilitator. When she noticed there were no robotics programs readily available in West Texas, she started a K-8 robotics competition in Lubbock and secured resources, such as the participation of engineering students as mentors, so that students can participate at no cost. She notes that for individual students, "The fact of competing on a university campus, or engaging in an informal conversation with me about the robot design, and some words of encouragement have a huge impact on their self-esteem and self-efficacy development, as well as their long-term commitment to, and interest in STEM fields."

Since 2006, Dr. Karp has organized the Get Excited About Robotics (GEAR) competition at TTU that has grown from a trial run with one school in 2006 to about 1,700 participants in 2019. It is the only robotics program offered at no registration fee to participants in grades K-8 in that region of Texas. GEAR is an eight-week LEGO robotics challenge based on LEGO MINDSTORMS kits. The program is offered at several locations in Texas and culminates in a Game Day, during which teams of students, teachers, and coaches come together to compete. More than 40 percent of participating students are Hispanic or African American, and 70 percent of participating schools are Title 1 schools. The competition provides access to an engineering challenge for participants in grades K-8, and it offers engineering undergraduate students mentoring and part-time job opportunities.

In 2010, Karp added a service learning section to her Introductory Engineering course for undergraduates who, as part of their service, mentor GEAR high school teams. Over the last eight years, over 300 engineering students have served as GEAR role models. K-12 students in the GEAR program who are not local to TTU can participate virtually and, where possible, participate in day-long LEGO robotics field trips. Dr. Karp spent the 2016/17 academic year as a U.S. Fulbright Scholar at the University of South Africa, where she participated in broadening their robotics program through the implementation of a Virtual GEAR competition, where all submissions are done online. The program has grown to over 50 participating teams from all over the country.

Dr. Karp earned her master's degree and Ph.D. in Electrical Engineering from Hamburg University of Technology in Hamburg, Germany.

Jorge A. López, Ph.D.
Schumaker Professor of the Physics Department
The University of Texas at El Paso

Dr. Jorge López is a full professor in the Physics Department at The University of Texas at El Paso (UTEP). He attended high school in Juarez, Mexico and arrived at UTEP in 1990 after earning his doctoral degree in physics at Texas A&M University. He spent four years as a postdoctoral researcher in Copenhagen, Denmark and Berkeley, California, and a one-year period at Cal Poly San Luis Obispo, California. His research interests include nuclear physics, particularly heavy ion reactions; the characteristics of materials; astronomy; and the application of the scientific method to social studies.

For 29 years, Dr. López has been a mentor to high school, undergraduate, and graduate students in science, technology, engineering, and mathematics (STEM) in the greater El Paso area. He believes that mentoring can enable individuals to succeed in their chosen careers and make substantial contributions to their communities and society at large. His mentoring strategies and programs are designed to tackle the challenges that UTEP has as a commuter school in a bicultural, bilingual, and binational community, and are intended to reach the Hispanic population in the Texas-Mexico border region and ensure students in this area have access to a Hispanic role model.

At UTEP, Dr. López has mentored 37 undergraduate and 32 graduate students in his research laboratory (15 of whom have earned the Ph.D.). Twelve of the graduate students are in academic positions in colleges and universities, and 10 work in industry. He has mentored an additional 24 undergraduate science and engineering students through the Peer Led Team Learning program that he started at UTEP in 2008. This program provides students with research experiences, apprenticeships, and workshops on new methods of constructivist learning and inquiry-based teaching. These undergraduate peer leaders have influenced the undergraduate work of thousands of students at UTEP. As a result of his combined efforts, 72 percent of all the undergraduates he has mentored have gone on to pursue graduate degrees in STEM. His master's-level students are engaged in science and engineering careers; 54 percent of them are working in academia, and 23 percent are working in industry. More than half of the master's-level students have begun Ph.D. programs.

The focus of Dr. López' outreach programs are local high schools on both sides of the border, given the sizable population of U.S. citizens who live and attend high school in Mexico. With funding from federal and academic sources, he has designed and implemented seven major outreach and curriculum enhancement projects that have influenced the intellectual and social development of over 5,000 high school and undergraduate students between 1993 and 2013. His research, educational, and mentoring programs have been supported by federal grants from the Department of Defense, the National Aeronautics and Space Administration, the National Institutes of Health, and the National Science Foundation. He also has demonstrated a commitment to increasing the diversity of faculty in the Physics Department at UTEP where he serves as Schumaker Professor. In December 2018, Dr. López received the prestigious 2018 Mentoring Award from the British Journal Nature, and in 2016 the UT Regent's Award for Outstanding Teaching.

Dr. López earned his Ph.D. in Physics from Texas A&M University in 1986, a Master of Science in Physics in 1979, and a Bachelor of Science in Physics in 1977 from The University of Texas at El Paso.

Joshua Villalobos**Dean of Instructional Programs and Campus Dean of the Mission del Paso Campus
El Paso Community College**

Joshua Villalobos is a full-time, tenured faculty member in the geological sciences at El Paso Community College (EPCC). He is a native of El Paso and is passionate about the diverse cultural, societal, and ecological components of the Paso Del Norte region. In 2000, he began working for the Texas A&M Agricultural Resource Center as a geographic information system (GIS) specialist and geologist, primarily investigating groundwater and surface water interactions in El Paso's Upper and Lower Valleys. Since 2005, he has taken on the challenges of re-energizing the teaching of geology at EPCC in order to inspire more El Paso students to pursue geology degrees. In 2016, he was selected to be the Instructional and Campus Dean for the Mission del Paso Campus of El Paso Community College.

Dean Villalobos' mentoring is sustained by his sensitivity to the cultural perceptions, socio-economic situations, and family obligations that often face first generation and non-native students. He has worked to bring an Associate of Science in Geology degree program back to EPCC, after an absence of several years, in order to provide his students with an educational pathway toward The University of Texas at El Paso (UTEP). In seven years, he was able to build the geoscience degree program from its beginnings (one declared major) to over 60 declared majors. He ensured that the program included sophomore-level mathematics, chemistry, and physics courses in order to align the program with the four-year degree program at UTEP. As a result of this work, EPCC is now one of approximately 30 two-year institutions nationally to be awarding associate degrees in geology. Since 2011, EPCC has annually produced nearly 8 percent of all associate geology degrees in the country.

Dean Villalobos has personally mentored 20 undergraduate students at EPCC, providing them research experiences supported by small grants from the University of Arizona. His students have presented their work to research sessions hosted by UTEP, resulting in faculty from UTEP joining the network of mentors for these community college students. Additionally, these research experiences have occasioned an increase in the participation of EPCC students in the National Science Foundation's (NSF) Research Experiences for Undergraduate Centers. Sixteen of the 20 undergraduate students have gone on to four-year degree programs, two have begun master's degree programs, and one has completed her Ph.D. and began her career in Planetary Geology at NASA's Jet Propulsion Laboratory. Dean Villalobos' 100 percent associate degree completion rate and a subsequent 80 percent rate for student articulation to a four-year institution are dramatically above the national averages for community college graduation and articulation rates.

In 2011, Dean Villalobos received an NSF award to begin his latest endeavor – the Student Opportunities for Learning Advanced Research in the Geosciences (SOLARIS). This program is geared to expanding the experiences and mentoring that his students were receiving, but on a larger and institutionally based level, including initiatives for high school and middle school faculty.

Since becoming an Instructional Dean at EPCC, Dean Villalobos has continued to collaborate with UTEP in mentoring initiatives with two NSF-funded programs; the Research Opportunities for Community College Students (ROCCS) Research Experience for Undergraduates (REU) program and the Service Learning Activities Targeting the Earth Sciences (SLATES) program, both beginning in 2017. Dean Villalobos also serves on the Texas Higher Education Coordinating Board's Academic Course Guide Manual Advisory Committee.

Dean Villalobos earned his Master of Science in Geological Sciences in 2002 and his Bachelor of Science in Geological Sciences in 1999, both from The University of Texas at El Paso.

AGENDA ITEM VI-A

Texas Affordable Baccalaureate (TAB) Program: Lessons learned from the first five years

RECOMMENDATION: No action required

Background Information:

The intent of the *60x30TX* and Innovation in Higher Education standing agenda item is to provide members of the Texas Higher Education Coordinating Board (THECB) examples of how we can innovate in higher education, get better results, and trigger the imagination and creativity of our campuses to help us achieve the goals of *60x30TX*. The focus of the presentation for this meeting is the Texas Affordable Baccalaureate (TAB) Program: Lessons learned from the first five years.

The THECB applied for and received a \$1 million Next Generation Learning Challenge (NGLC) grant from Educause in 2012. The THECB used NGLC breakthrough model funds to design, build, and launch the TAB to provide Texans with the opportunity to acquire a high-quality, affordable baccalaureate degree. The initial TAB programs had numerous accomplishments and received national attention. A few of the achievements are noted here. First, the resulting degree became the first competency-based bachelor's degree from a public Texas university. Launched in January 2014, the original TAB included a Bachelor of Applied Arts and Sciences (BAAS) in Organizational Leadership at Texas A&M University-Commerce and a Bachelor of Applied Sciences (BAS) at South Texas College. Second, the TAB was the first degree plan in response to Governor Rick Perry's \$10,000 degree challenge and fundamentally lowered the cost of a bachelor's degree through innovation and infrastructure redesign. Third, the TAB competency-based model was one of the first degree plans approved by the Southern Association of Colleges and Schools (SACS) that includes a substantial competency-based component.

In addition to accomplishments, the TAB brought challenges, resulting in many lessons learned. The THECB and partner institutions continue to learn from TAB implementation and improve the design and delivery of programs.

The THECB has remained committed to the TAB model and has secured funding to expand the program. There are now 12 programs at eight public institutions that use diverse academic models, including competency-based education, online courses, prior learning assessment, direct transfer agreements, and stackable credentials. Current TAB programs are listed here: <http://www.60x30tx.com/TAB>.

Panelists who have been invited to present to the Board are: Dr. Van L. Davis, Principal, Foghlam Consulting; Kevin M. Peek, Economics Instructor, South Texas College; and James Fountain, Executive Director, Institute for Competency-Based Education, Texas A&M University-Commerce.

AGENDA ITEM VII

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

RECOMMENDATION: No action required

Background Information:

The Board will discuss various aspects of the search for the next Commissioner of Higher Education.

AGENDA ITEM IX-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 IX-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 IX-C

Data Highlight: Efficiencies in Student Pathways to Completion

RECOMMENDATION: No action required

Background Information:

The *60x30TX* Completion Goal tracks the number of master's, bachelor's, and associate degrees and certificates awarded each year in Texas. Capturing all of these degrees and certificates is an important progress measure for the state.

Increasing completions to 550,000 in 2030 will likely be driven by a combination of increasing enrollment and improved efforts to provide the supports that students need to be successful once they enroll, particularly at-risk students. Graduation rates of first-time-in-college students who enroll full-time are one method the state uses for measuring the progress of students through the system. While graduation rates do not capture the progress of all students and are not included under the completion goal, tracking rates can be a useful tool for understanding student progress toward state goals. For example, increased four-year graduation rates may result in reduced excess credit hours and reduced student debt. Shorter completion times also allow students to enter the workforce sooner.

Average graduation rates have risen considerably in Texas over the last several years, with many institutions showing marked improvements. This presentation will focus on several completion measures including 4-, 5-, and 6-year graduation rates at universities and 3-year completion and transfer rates at two-year colleges. Differences in rates across student populations will also be addressed.

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

AGENDA ITEM IX-D

Consideration of adopting the Committee's recommendation to the Board relating to the annual report about the financial condition of the state's community college districts (S.B. 1, 85th Texas Legislature, Regular Session, Rider 12, III-217)

RECOMMENDATION: Approval

Background Information:

An annual report about the financial condition of the state's community colleges is required as referenced in the General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Rider 12 (page III-217). The rider states:

"Each community college shall provide to the Texas Higher Education Coordinating Board financial data related to the operation of each community college using the specific content and format prescribed by the Coordinating Board. Each community college shall provide the report no later than January 1st of each year. The Coordinating Board shall provide an annual report due on May 1 to the Legislative Budget Board and Governor's Office about the financial condition of the state's community college districts."

The objective of this report is to provide an assessment of the overall financial health of public community colleges and to identify institutions in which the potential for financial stress exists. The analysis included is intended to be a broad financial evaluation. Other key performance indicators must be taken into account to gain a more robust and complete understanding of institutional strength. This analysis is not intended for peer group comparisons or for benchmarking purposes.

A draft report was provided to the community colleges for general comment and additional explanation. No general comments were received; additional explanation was provided upon request and has been incorporated.

A draft report will be sent under separate cover.

Mr. Thomas Keaton, Director of Funding and Resource Planning, Strategic Planning and Funding, will be available to answer questions.

AGENDA ITEM IX-E

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

RECOMMENDATION: Approval

Background Information:

The 81st Texas Legislature in 2009 created the Texas Research Incentive Program (TRIP), establishing a research matching fund for the emerging research universities.

The legislation requires the Texas Higher Education Coordinating Board to certify that the gifts or endowments received by each emerging research university were donated for the purpose of enhancing research activities at the institution, such as endowed chairs, professorships, research facilities, research equipment, program costs, or graduate research stipends or fellowships. Once the gifts are certified, the percentage matched is statutorily mandated leaving no discretion in the amount of matching funds that the institutions receive, subject to the amount appropriated.

The amounts are being certified so the Legislature will have a basis for determining the amounts to appropriate for the 2020-21 biennium. After the Governor signs the appropriations bill for the 2020-21 biennium, the Board will approve the distribution of the state match among institutions.

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

Institution	Gifts Recommended for Certification – Cycles 19-1	Gifts Waiting for State Funding That Were Previously Certified by the Board	Total Gifts Waiting for State Funding
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The University of Texas at Arlington	\$ 500,000.00	\$ 9,924,604.59	\$ 10,424,604.59
The University of Texas at Dallas	7,710,435.57	67,389,864.36	75,100,299.93
The University of Texas at El Paso	-	5,245,509.99	5,245,509.99
The University of Texas at San Antonio	1,000,000.00	14,654,782.43	15,654,782.43
University of Houston	10,624,989.20	49,135,340.46	59,760,329.66
University of North Texas	1,777,608.43	16,692,158.48	18,469,766.91
Texas Tech University	2,988,475.82	43,768,509.99	46,756,985.81
Texas State University	405,000.00	13,906,758.62	14,311,758.62
Total Certified Gifts	\$ 25,006,509.02	\$ 220,717,528.92	\$ 245,724,037.94

The University of Texas at Arlington	\$ 250,000.00	\$ 6,232,939.42	\$ 6,482,939.42
The University of Texas at Dallas	6,992,472.39	39,966,656.67	46,959,129.06
The University of Texas at El Paso	-	2,872,755.00	2,872,755.00
The University of Texas at San Antonio	750,000.00	8,624,728.72	9,374,728.72
University of Houston	9,590,413.20	40,894,553.22	50,484,966.42
University of North Texas	1,267,365.07	11,540,910.83	12,808,275.90
Texas Tech University	1,494,237.91	36,771,755.01	38,265,992.92
Texas State University	202,500.00	11,345,541.40	11,548,041.40
Totals	\$ 20,546,988.57	\$ 158,249,840.27	\$ 178,796,828.84

Total Counts	32	383	415
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AGENDA ITEM IX-F

Report on facilities projects that were submitted to the Coordinating Board

RECOMMENDATION: No action required

Background Information:

Senate Bill 215, 83rd Texas Legislature, Regular Session, shifted the authority to approve capital projects from the Texas Higher Education Coordinating Board (THECB) to the Boards of Regents. However, it requires that institutions continue to report projects to the Board and that THECB staff continue to review facilities projects. Additional information is provided for projects that do not meet one or more standards. The Board must submit a report to the governor, lieutenant governor, speaker of the house, and Legislative Budget Board on all projects that do not meet standards.

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

Reviewed Projects

Institution Project Name	Project Cost	Standard Met Yes/No			
		Space Usage	Space Need	Cost	Building Efficiency
The University of Texas at Austin <i>Construct Energy Engineering Building</i>	\$168,000,000	Yes	Yes	Yes	Yes
The University of Texas Rio Grande Valley – Medical School <i>Construct School of Medicine Team Based Learning Center</i>	\$13,700,000	NA ¹	Yes	Yes	Yes

¹ Space Usage Efficiency (SUE) is not calculated for health-related institutions.

Project Type	Space Usage	Space Need	Cost	Building Efficiency
New Construction and Addition	Space Usage Efficiency (SUE) score of: <ul style="list-style-type: none"> 75 points in the classroom score for classroom type facilities 75 points in the class laboratory score for lab type facilities 150 points overall for all others 	Does not create nor add to a surplus as predicted in the space projection model	Does not exceed the annually published cost standard	The ratio of net assignable square feet (NASF) to gross square feet (GSF) shall not exceed: <ul style="list-style-type: none"> Classroom and general – 0.60 Office – 0.65 Clinical, diagnostic support labs, and technical research – 0.50 For parking structures: <ul style="list-style-type: none"> Automobile – 400 SF per space Boathouses – 500 SF per space Airplanes – 3,000 SF per space
Repair and Renovation (including repairs and renovations as part of a real property purchase)	Not applicable	Does not create nor add to a surplus as predicted in the space projection model	Does not exceed the annually published cost standard	Does not reduce existing ratio of NASF to GSF more than ten percent
Real Property Purchases	Not applicable	Does not create nor add to a surplus as predicted in the space projection model	Should not exceed the higher of two appraisals. If the cost exceeds this amount, institution must demonstrate the need to purchase at the higher price	Not applicable

AGENDA ITEM IX-G

Update on the Board's legislative recommendations to the 86th Texas Legislature

RECOMMENDATION: No action required

Background Information:

The 86th Texas Legislature is currently in session through May 27, 2019. The policies adopted during this session will carry Texas through the first third of the *60x30X* timeframe, and will be crucial for determining whether the state will achieve its long-range goals.

Mr. John Wyatt, Director for External Relations, will provide an update on the Board's legislative recommendations and other pertinent legislation.

AGENDA ITEM IX-H

Consideration of adopting the Committee's recommendation to the Board for approval of the nominated member of the Financial Aid Advisory Committee

RECOMMENDATION: Appoint Member

Background Information:

Coordinating Board staff are requesting a new member appointment for the Financial Aid Advisory Committee (FAAC).

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 appointment is needed to replace a member who is no longer associated with the institution who submitted his nomination. The candidate recommended for appointment to the FAAC appears on the following page.

Dr. Charles W. Puls, Deputy Assistant Commissioner for Student Financial Aid Programs, will be available to answer questions.

Recommended new member:

Shannon Crossland, Interim Director, Student Financial Aid and Scholarships
Texas Tech University

(Term ending 2020, to serve the remainder of unexpired term due to Arnold Trejo vacating his position on the committee.)

AGENDA ITEM IX-I (1)

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter D, Sections 23.94 -23.98 of Board rules, concerning the Loan Repayment Program for Mental Health Professionals

RECOMMENDATION: Approval

Background Information:

The Loan Repayment Program for Mental Health Professionals was established in 2015 by the 85th Legislative Session to assist in the repayment of student loans for mental health professionals. Seven different categories of mental health professionals are eligible to receive funding.

Specifically, the amendments will incorporate into existing rules new provisions enacted by House Bill 3803 and House Bill 3088, 85th Texas Legislature, Regular Session, which require the Texas Higher Education Coordinating Board (THECB) to seek the maximum amount of federal grant matching funds available through the National Health Service Corps State Loan Repayment Program (SLRP). The U.S. Health Resources and Services Administration approved the THECB's first application for SLRP funds in August 2018, providing \$850,000 in FY 2019, with payments to eligible SLRP providers beginning in FY 2020.

The amendment in Section 23.94 clarifies the definition of "full-time service" for SLRP and non-SLRP providers: 40 hours per week for SLRP providers and 32 hours per week for non-SLRP providers. Additionally, a new definition for "SLRP-State Loan Repayment Program" has been added to provide the federal authority under which the SLRP is authorized. The amendment to Section 23.95(6) specifies the degree requirements for licensed chemical dependency counselors applying for enrollment in the SLRP. Section 23.96(6) is amended to describe the contract terms, including monetary penalties for failure to meet the service obligation and completion of counseling procedures, to which SLRP applicants must agree. The former language has been stricken. The amendments to Section 23.97(d)(2) and (f) add SLRP providers to the priority ranking order for each practice specialty and allow the maximum award amounts to be adjusted in the event state funds for all eligible applicants are not sufficient. Section 23.98 adds new language to address additional requirements that SLRP providers must meet in order to receive SLRP funds.

Dr. Charles W. Puls, Deputy Assistant Commissioner for Student Financial Aid Programs, will be available to answer questions.

Date Approved by the Commissioner for Publication in the Texas Register: 1/9/2019

Date Published in the Texas Register: 1/25/2019

The 30-day comment period with the Texas Register ended on: 2/25/2019.

No comments were received regarding this rule.

Legal Review:

Approval by the Office of General Counsel K. Con Date 4/8/19

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 D. LOAN REPAYMENT PROGRAM FOR MENTAL HEALTH PROFESSIONALS

Section

- 23.93. Authority and Purpose.
- 23.94. Definitions.
- 23.95. Eligible Practice Specialties.
- 23.96. Eligibility for Conditional Approval of Applications.
- 23.97. Selection of Eligible Applicants and Limitations.
- 23.98. Eligibility for Disbursement of Loan Repayment Assistance.
- 23.99. Eligible Lender and Eligible Education Loan.
- 23.100. Amount of Repayment Assistance.
- 23.101. Dissemination of Information.

23.93. Authority and Purpose.

(a) Authority. Authority for this subchapter is provided in the Texas Education Code, Chapter 61, Subchapter K, Repayment of Certain Mental Health Professional Education Loans. These rules establish procedures to administer the subchapter as prescribed in the Texas Education Code, §§61.601 - 61.609.

(b) Purpose. The primary purpose of the Loan Repayment Program for Mental Health Professionals is to encourage qualified mental health professionals to practice in a mental health professional shortage area designated by the U. S. Department of Health and Human Services, and provide mental health care services to recipients under the medical assistance program authorized by the Texas Human Resources Code, Chapter 32, and to enrollees under the child health plan program authorized by the Texas Health and Safety Code, Chapter 62.

23.94. 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) Full-time Service--Employed or contracted full-time (at least 32 hours per week for providers participating only in the state-funded program, or at least 40 hours per week for SLRP providers) by an agency or facility in a mental health professional shortage area for the primary purpose of providing direct mental health services to:

(A) Medicaid recipients;

(B) CHIP enrollees;

(C) persons in facilities operated by or under contract with the Texas Juvenile Justice Department; and/or

(D) persons in facilities operated by or under contract with the Texas Department of Criminal Justice.

(4) MHPSAs--Mental Health Professional Shortage Areas (MHPSAs) are designated by the U.S. Department of Health and Human Services (HHS) as having shortages of 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 MHPSAs are recommended for designation by HHS based on analysis of data by the Department of State Health Services.

(5) Medicaid--The medical assistance program authorized by Chapter 32, Human Resources Code.

(6) Service Period--A period of 12 consecutive months qualifying a mental health professional for loan repayment.

(7) SLRP – State Loan Repayment Program, a subset of the Loan Repayment Program for Mental Health Professionals that is funded by grants to states authorized by the Public Health Service Act, Title III, Section 3381(a)-(i)(42 U.S.C. 254q-1(a)-(i)), through the Health Resources and Services Administration of the U.S. Department of Health and Human Services. SLRP loan repayment awards are supported by an equal match of state and federal funds.

(8) ~~(7)~~ Psychiatrist--A licensed physician who is a graduate of an accredited psychiatric residency training program.

23.95. Eligible Practice Specialties.

For purposes of this subchapter, the following mental health providers may apply for enrollment in the program:

- (1) a psychiatrist;
- (2) a psychologist, as defined by §501.002, Occupations Code;
- (3) a licensed professional counselor, as defined by §503.002, Occupations Code;
- (4) an advanced practice registered nurse, as defined by §301.152, Occupations Code, who holds a nationally recognized board certification in psychiatric or mental health nursing; ~~and~~
- (5) a licensed clinical social worker, as defined by §505.002, Occupations Code;

(6) a licensed chemical dependency counselor, as defined by Section 504.001, Occupations Code, and, if applying for enrollment in the SLRP, must hold a master's degree in a related field; and

(7) a licensed marriage and family therapist, as defined by Section 502.002, Occupations Code.

23.96 Eligibility for Conditional Approval of Applications.

To be eligible for the Board to reserve loan repayment funds, a mental health professional must:

(1) ensure that the Board has received the completed application by the established deadline, which will be posted on the program web page;

(2) be a U.S. citizen or a Legal Permanent Resident and have no license restrictions;

(3) not be currently fulfilling another obligation to provide mental health services as part of a scholarship agreement, a student loan agreement, or another student loan repayment agreement;

(4) agree to provide five consecutive years of eligible service in a Mental Health Professional Shortage Area, with the understanding that the professional will be released from the agreement if funding for continued loan repayment is not appropriated;

(5) agree to provide mental health services to:

(A) Individuals enrolled in Medicaid or CHIP or both, or

(B) persons committed to a secure correctional facility operated by or under contract with the Texas Juvenile Justice Department or persons confined in a secure correctional facility operated by or under contract with any division of the Texas Department of Criminal Justice.

(6) A completed application for enrollment in the SLRP includes an agreement to all contract terms, including monetary penalties for failure to complete the service obligation, in addition to completion of counseling procedures established by Board staff to ensure the applicant's understanding of contract terms. ~~[the Board may make financial commitments for service periods ending by August 31 of the two-year period following the biennium for which the program funds are appropriated].~~

23.97. Selection of Eligible Applicants and Limitations.

(a) Each fiscal year an application deadline will be posted on the program web page.

(b) Not more than 10 percent of the number of repayment assistance grants paid under

this subchapter each year may be awarded to mental health professionals providing mental health services to persons committed to a secure correctional facility operated by or under contract with the Texas Juvenile Justice Department or persons confined in a secure correctional facility operated by or under contract with any division of the Texas Department of Criminal Justice. Applications from these professionals will be selected on a first-come-first-served basis.

(c) Not more than 30 percent of the number of repayment assistance grants paid under this subchapter each fiscal year may be awarded to mental health professionals in any one of the eligible practice specialties, unless excess funds remain available after the 30 percent maximum has been met.

(d) For each practice specialty, applications will be ranked in order of the following priorities:

(1) providers who benefitted from awards the previous year;

(2) providers who sign SLFP contracts;

(3) [(2)] providers whose employers are located in areas having MHPSA scores that reflect the highest degrees of shortage. If a provider works for an agency located in an MHPSA that has satellite clinics and the provider works in more than one of the clinics, the highest MHPSA score where the provider works shall apply. If a provider travels to make home visits, the provider's agency base location and its MHPSA score shall apply. If a provider works for different employers in multiple MHPSAs having different degrees of shortage, the location having the highest MHPSA score shall apply;

(4) [(3)] providers whose employers are located in rural areas, if, in the case of providers serving at multiple sites, at least 75% of their work hours are spent serving in those areas; and

(5) [(4)] providers whose applications were received on the earliest dates.

(e) If funds remain available after loan repayment awards have been reserved for applicants selected according to the criteria stated in 23.97 (d), applications will be ranked in order of the following priorities, regardless of the applicant's practice specialty:

(1) providers whose employers are located in areas having MHPSA scores that reflect the highest degrees of shortage. If a provider works for an agency located in an MHPSA that has satellite clinics and the provider works in more than one of the clinics, the highest MHPSA score where the provider works shall apply. If a provider travels to make home visits, the provider's agency base location and its MHPSA score shall apply. If a provider works for different employers in multiple MHPSAs having different degrees of shortage, the location having the highest MHPSA score shall apply;

(2) providers whose employers are located in rural areas, if, in the case of providers serving at multiple sites, at least 75% of their work hours are spent

serving in those areas; and

(3) providers whose applications were received on the earliest dates.

(f) If state funds are not sufficient to allow for maximum award amounts stated in §23.100 (2) and (3) of this title (relating to Amount of Repayment Assistance) for all eligible applicants, the Board may adjust in an equitable manner the state-funded distribution amounts for a fiscal year, in accordance with TEC 61.607 (d).

23.98. Eligibility for Disbursement of Loan Repayment Assistance.

To be eligible to receive loan repayment assistance, a mental health provider must:

(1) have completed one, two, three, four, or five consecutive years of practice in an MHPSA providing direct patient care to Medicaid enrollees and/or CHIP enrollees, if the practice serves children, or to persons committed to a secure correctional facility operated by or under contract with the Texas Juvenile Justice Department or its successor or in a secure correctional facility operated by or under contract with any division of the Texas Department of Criminal Justice or its successor;

(2) after an award is disbursed for a third consecutive year of service, a psychiatrist must have earned certification from the American Board of Psychiatry and Neurology or the American Osteopathic Board of Psychiatry and Neurology to qualify for continued loan repayment assistance ; and [-]

(3) if applying for SLRP funds, have met any additional requirements stated in the completed SLRP application for enrollment.

23.99. 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, and professional education of the mental health professional 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. A credit card debt is not considered an educational loan eligible for repayment.

(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 the undergraduate, graduate, or professional education of the individual applying for repayment assistance;

(2) not have been made during residency or to cover costs incurred after completion of graduate or professional education;

- (3) not be in default at the time of the professional's application;
- (4) not have an existing obligation to provide service for loan forgiveness through another program;
- (5) not be subject to repayment through another student loan repayment or loan forgiveness program or as a condition of employment; and
- (6) if the loan was consolidated with other loans, the applicant must provide documentation of the portion of the consolidated debt that was originated to pay for the cost of attendance for his or her undergraduate, graduate, or medical education.

23.100. Amount of Repayment Assistance.

Loan repayment awards will be disbursed directly to lenders in behalf of eligible mental health professionals and:

(1) Repayment assistance for each year of full-time service will be in an amount determined by applying the following applicable percentage to the maximum total amount of assistance allowed for the professional:

- (A) for the first year, 10 percent;
- (B) for the second year, 15 percent;
- (C) for the third year, 20 percent;
- (D) for the fourth year, 25 percent; and
- (E) for the fifth year, 30 percent.

(2) The total amount of state appropriated repayment assistance received by a mental health professional under this subchapter may not exceed:

- (A) \$160,000, for a psychiatrist;
- (B) \$80,000, for:
 - (i) a psychologist;
 - (ii) a licensed clinical social worker, if the social worker has received a doctoral degree related to social work; or
 - (iii) a licensed professional counselor, if the counselor has received a doctoral degree related to counseling; or
 - (iv) a licensed marriage and family therapist, if the marriage and

family therapist had received a doctoral degree related to marriage and family therapy;

(C) \$60,000, for an advanced practice registered nurse;

(D) \$40,000, for a licensed clinical social worker, a licensed marriage and family therapist, or a licensed professional counselor who has not received a doctoral degree related to social work or counseling; and

(E) \$10,000, for assistance received by a licensed chemical dependency counselor, if the chemical dependency counselor has received an associate[~~s~~] degree related to chemical dependency counseling or behavioral science.

(3) If a mental health provider's total student loan indebtedness is less than the total amount of repayment assistance allowed for the provider's practice specialty, the annual loan repayment award amounts based on full-time service will be the following percentages of the student loan debt owed at the time of application for enrollment in the program: 10% for year one, 15% for year two, 20% for year three, 25% for year four, and 30% for year five.

(4) An eligible professional may receive prorated loan repayment assistance based on the percentage of full-time service provided for each service period, for a minimum of 20 hours per week if employed or contracted by an agency or facility in a mental health professional shortage area for the primary purpose of providing direct mental health services to:

(A) Medicaid recipients;

(B) CHIP enrollees;

(C) persons in facilities operated by or under contract with the Texas Juvenile Justice Department; and/or,

(D) persons in facilities operated by or under contract with the Texas Department of Criminal Justice.

(5) Failure to meet the program requirements will result in non-payment for the applicable service period(s) and, except under circumstances determined by the Board to constitute good cause, removal from the program.

23.101. Dissemination of Information.

The Board shall disseminate information about the Mental Health Professional Education Loan Repayment program to each institution of higher education or private or independent institution of higher education and to any appropriate state agency and professional association.

AGENDA ITEM X-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 X-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 as determined by the presiding chair.

AGENDA ITEM X-C (1)

Consideration of adopting the Committee's recommendation to the Board relating to the request from University of Houston for a Doctor of Philosophy (PhD) degree with a major in Communication Sciences and Disorders

RECOMMENDATION: Approval, beginning fall of 2020

Rationale:

The University of Houston (UH) is proposing a Doctor of Philosophy (PhD) degree with a major in Communication Sciences and Disorders, beginning fall 2020. The proposed PhD program would prepare students for academic careers in speech pathology and communication sciences and disorders. The institution would build upon the department's bachelor's and master's programs and existing research labs. Up to five students would enter the program in the first year, four in the second year, and three in each successive year.

Workforce data suggest that there is a need for speech pathologists, and therefore for faculty to train them. The Bureau of Labor Statistics anticipates an 18 percent increase in speech pathology positions from 2016 to 2026, which is greater than the projected average for all occupations (7.4%). A Texas Workforce Commission report named speech pathology as a top growing profession in the health and social assistance fields between 2016 and 2018.

The Council of Academic Programs in Communication Sciences and Disorders (CAPSCSD) and the American Speech-Language-Hearing Association (ASHA) project nationally 581 faculty openings in the field for the upcoming five-year period (2018-23). More than 20 percent of faculty searches conducted during the 2016-17 academic year went unfilled. UH argues that doctoral programs are not producing enough graduates to fill open positions and that faculty with terminal degrees are needed to train master's-level students and conduct research in the field.

Recommendations:

In accordance with the institution's proposed hiring schedule, UH will hire one additional full-time faculty to start in Year 1 and one full-time faculty to start in Year 2. By June 1 of these years, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

University of Houston (*Accountability Peer Group: Emerging Research University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	88.6%	77.1%
	Doctoral 10-Year Graduation Rate	63.1%	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"> Petroleum Engineering (PhD, 2015) enrollments met Curriculum and Instruction (PhD, 2014) enrollments met Geosensing Systems Engineering and Sciences (PhD, 2015) enrollment is 4 below expected (projected 15, enrolled 11) Higher Education Leadership and Policy Studies (PhD, 2014) enrollment is 9 below expected (projected 38, enrolled 29) Hospitality Administration (PhD, 2014) enrollment is 12 below expected (projected 29, enrolled 17) 		
	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 face-to-face program would require 54 semester credit hours of instruction post-master's and begin enrolling students in fall 2020. The proposed program would enroll up to five students beginning in Year 1, up to four students in Year 2, and three students per year thereafter. Students who apply to the program post-bachelor's degree would be required to complete a master's degree in communication sciences and disorders. The proposed program is meant to address a shortage of qualified faculty in the field of speech pathology/communication sciences and disorders. Practicing as a speech pathologist requires a master's degree, and accreditation standards for master's programs necessitate the hiring of faculty with terminal degrees. The proposed program would be mentor-based, and students would identify an area of study and a faculty mentor before being admitted.

The institution estimates that five-year costs would total \$2,083,600.

Existing Programs:

There are two public universities offering doctoral programs in communication sciences and disorders in Texas and one public health-related institution offering a doctoral program in rehabilitation sciences with a concentration in communication sciences and disorders. No independent universities in the state offer a doctoral program in this discipline.

Public Universities:

The University of Texas at Austin, PhD in Communication Sciences and Disorders
 The University of Texas at Dallas, PhD in Communication Sciences and Disorders

Public Health-Related Institutions:

Texas Tech University Health Sciences Center, PhD in Rehabilitation Sciences

There are no existing programs within a 60-minute drive of the proposed program. The nearest program is at The University of Texas at Austin, which is located 165 miles from UH.

In fall 2018, there were a total of 50 declared majors in the two programs in communication sciences and disorders. The University of Texas at Dallas program was low-producing for three years, but programmatic changes led to four students completing in 2017 and six completing in 2018.

The ***Start-Up Projections*** table below indicates the number of students who would receive financial assistance from UH administration - two students in Year 1 and three students in each year following. In addition, the Dean of the College of Liberal Arts and Social Sciences could support full funding of an additional student in the first cohort with performance funds, if available. The remaining students would be supported by faculty research grants. In the first cohort, five students is the maximum that could be admitted, predicated on available funding.

<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	9	12	15	14
<i>Graduates</i>	0	0	0	4	3
<i>Avg. Financial Assistance</i>	\$27,429	\$27,429	\$27,429	\$27,429	\$27,429
<i>Students Assisted</i>	2	3	3	3	3
<i>Core Faculty (FTE)</i>	2.25	2.50	2.50	2.50	2.50
<i>Total Costs</i>	\$333,976	\$356,144	\$416,176	\$485,864	\$491,440
<i>Total Funding</i>	\$620,310	\$594,310	\$616,019	\$703,201	\$703,023
<i>% From Formula Funding</i>	0	10%	9%	19%	19%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 424,693
Faculty (Reallocated)	\$ 949,160
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 425,385
Clerical/Staff (New)	\$ 144,230
Other Support	\$ 62,132
Supplies and Materials	\$ 48,000
Equipment	\$ 30,000
Total	\$ 2,083,600

FIVE-YEAR FUNDING	
Formula Funding (Years 2-5)	\$ 317,509
Reallocation of Existing Resources	\$ 1,290,045
Tuition and Fees	\$ 303,809
Other (PROV Funding)	\$ 723,000
Other (Grants)	\$ 602,500
Total	\$ 3,236,863

Major Commitments:

In accordance with the institution's proposed hiring schedule, UH will hire one additional full-time faculty to start in Year 1 and one full-time faculty to start in Year 2. By June 1 of these years, the institution will provide documentation of the hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught.

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

Dr. Rex C. Peebles, 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, University Of Illinois At Chicago, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

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	
Two-Year Institutions	2,610	8.6%	4,011	11.1%	4,047	10.8%
Other Institutions	495	1.6%	777	2.2%	831	2.2%

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	0%	\$0	0%	\$0	0%	\$0
2017	39%	\$6,821	46%	\$7,469	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2016	0%	\$0	0%	\$0	0%	\$0
2017	56%	\$7,204	57%	\$7,502	0%	\$0
Federal (Pell) Grants						
2016	0%	\$0	0%	\$0	0%	\$0
2017	37%	\$4,242	37%	\$4,226	0%	\$0

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	Rate
Cohort		3,359	4,263	4,746	Fall 2009 4-year	21.6%
Total		92.4%	90.9%	90.7%	Fall 2013 4-year	34.1%
Same		84.6%	84.3%	84.9%	Fall 2014 4-year	38.8%
Other		7.7%	6.5%	5.9%	Fall 2008 5-year	43.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates						
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2012 5-year	54.6%
Institution Persistence						
Cohort		3,564	4,004	4,249	Fall 2013 5-year	58.4%
Total		83.5%	83.5%	84.3%	Fall 2007 6-year	55.0%
Same		68.5%	72.5%	73.5%	Fall 2011 6-year	61.4%
Other		15.0%	11.1%	10.8%	Fall 2012 6-year	66.2%
Peer Group Persistence				National Comparison (IPEDS Definition)		
Cohort		3,494	4,012	4,030	Cohort	Rate
Total		81.5%	82.5%	82.4%	Fall 2008 4-year	16.0%
Same		64.3%	67.8%	68.7%	Fall 2012 4-year	23.0%
Other		17.2%	14.7%	13.7%	Fall 2007 5-year	36.0%
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
For Students Needing Dev Ed		
Institution	55	52.7%
Peer Group	253	52.2%
For Students NOT Needing Dev Ed		
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, University Of Illinois At Chicago, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

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[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

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 Fall	Rate
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				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,267	.0%
2015	\$10,331	4.3%	\$9,493	2.4%
2016	\$10,331	.0%	\$9,698	2.1%
2017	\$11,078	6.7%	\$10,076	3.8%
2018	\$11,078	.0%	\$10,352	2.7%
2019	\$10,890	-1.7%	\$10,687	3.1%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$10,890
On-campus Room & Board	\$9,104
Books & Supplies	\$1,300
Off-Campus Transportation & Personal Expenses	\$3,908
Total Cost	\$25,202

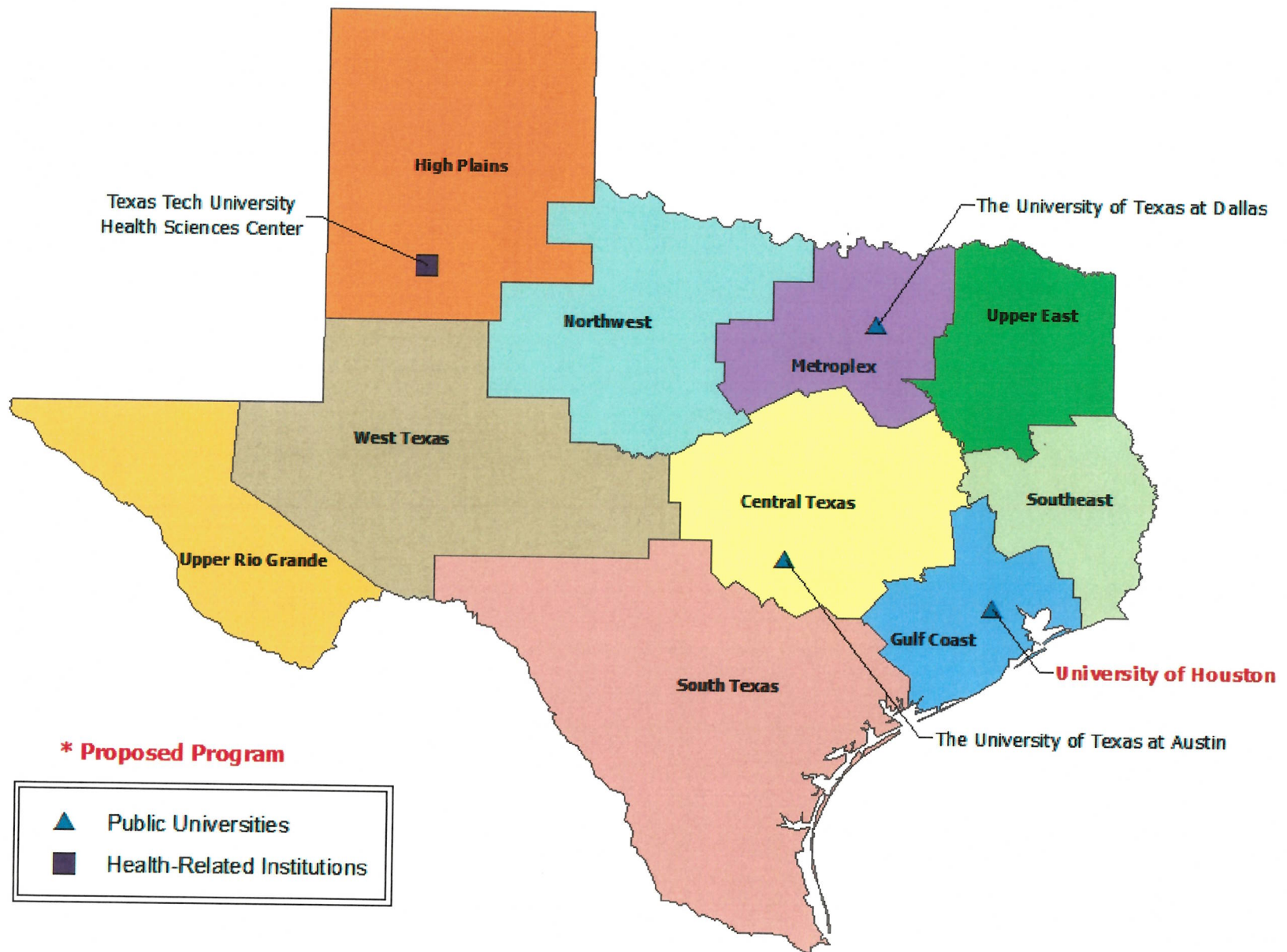
[Rates of Tuition per SCH](#)

[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 Doctor of Philosophy (PhD)
degree with a major in Communication Sciences and Disorders**



AGENDA ITEM X-C (2)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas Southwestern Medical Center for a Doctor of Philosophy (PhD) degree with a major in Applied Clinical Research

RECOMMENDATION: Approval, beginning fall 2019

Rationale:

The University of Texas Southwestern Medical Center (UTSW) is proposing a Doctor of Philosophy (PhD) degree in Applied Clinical Research. It would be offered through a multidisciplinary collaborative of the institution's School of Health Professions, the Medical School, and the Graduate School of Biomedical Sciences. The proposed program would place emphasis on patient-oriented research designed for master's level allied health professionals, with a goal to provide rigorous research training for students interested in pursuing careers as clinician investigators in academia, government, and private sectors. The proposed face-to-face degree would require 48 semester credit hours (SCH) after the master's degree.

The National Institutes of Health (NIH) defines clinical research to include: 1. Patient-oriented research, which is research conducted with human subjects that can address mechanisms of human disease, therapeutic interventions, clinical trials, or development of new technologies; 2. Epidemiologic and behavioral studies, which examine the distribution of disease, the factors that affect health, and how people make health-related decisions; and 3. Outcomes research and health services research, which seeks to identify the most effective and most efficient interventions, treatments, and services.

Workforce need and projection data from the Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate a greater than average need for allied health professionals. For the decade 2016-26, the BLS projects a 23 percent increase in available allied health professional positions, and the TWC expects Texas will experience a 25 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 projected by the BLS and TWC for the decade 2016-26.

The increased enrollment in UTSW's supporting master's programs provides evidence of student demand for the proposed PhD. Annual enrollment remained consistent from 2014 to 2018 in UTSW's School of Health Professions' five graduate level feeder programs: clinical

nutrition (CN), physical therapy (PT), physician assistant studies (PA), prosthetics and orthotics (PO), and rehabilitation counseling (RC). Given that the number of UTSW allied health master's program graduates exceeded 100 each year from 2012 to 2016, the proposed program is poised to attract the projected enrollment.

Recommendation:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas Southwestern Medical Center (*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	57.8%	72.9%
	Doctoral 10-Year Graduation Rate	61.1%	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:	Yes	<u>No</u> N/A
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> Organic Chemistry (PhD, 2016) enrollment is 10 below expected (projected 22, enrolled 12) 		
	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:

UTSW proposes to offer a PhD program in Applied Clinical Research beginning in fall 2019 with an incoming class of four students in Year 1 and increasing to an entering class size of 18 by Year 5.

The proposed curriculum consists of courses in grant writing, ethics, biostatistics, research design and analysis, human anatomy, qualitative methods, epidemiology, and neuroscience foundations. The proposed program would enroll students with a master's degree and require completion of 48 semester credit hours (SCH).

The required coursework in the proposed program is comparable to the other programs in the related field of clinical science in Texas and the nation.

The institution would draw on its existing faculty to begin the program and identified 13 core faculty and 15 support faculty to be dedicated to the proposed program. The institution committed \$34,500 annually per student to be used for student support. The institution estimates that five-year costs for the proposed program would total \$4,980,000.

Existing Programs:

There are two similar programs in clinical research/science in Texas; one is offered by a public health-related institution, The University of Texas Medical Branch at Galveston (UTMB), and the other is an independent institution, Baylor College of Medicine (BCM). Both programs restrict entry to medical students or employees with a Doctor of Medicine or Doctor of Osteopathic Medicine degree. UTMB is located 297 miles from UTSW, while BCM is 250 miles from UTSW.

Public Health-Related Institutions:

The University of Texas Medical Branch at Galveston

Independent Colleges and Universities:

Baylor College of Medicine

There are no existing programs within a 60-minute drive of proposed program.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	4	10	16	18	18
<i>Graduates</i>	0	0	4	6	6
<i>Avg. Financial Assistance</i>	\$34,500	\$34,500	\$34,500	\$34,500	\$34,500
<i>Students Assisted</i>	4	10	16	18	18
<i>Core Faculty (FTE)</i>	7.8	7.8	7.8	7.8	7.8
<i>Total Costs</i>	\$968,000	\$1,153,000	\$953,000	\$953,000	\$953,000
<i>Total Funding</i>	\$968,000	\$1,153,000	\$953,000	\$953,000	\$953,000
<i>% From Formula Funding</i>	0	0	27%	31%	31%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 750,000
Faculty (Reallocated)	\$ 2,275,000
Program Administration	\$ 675,000
Clerical/Staff (Reallocated)	\$ 525,000
Equipment	\$ 715,000
Supplies and Materials	\$ 25,000
Other (meals for orientation/student meetings)	\$ 15,000
Total	\$ 4,980,000

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 852,000
Other State Funding (differential tuition)	\$ 124,800
Reallocated Funds (closure of two programs)	\$ 3,084,400
Other Funding (Faculty Service Clinical Fund)	\$ 918,800
Total	\$ 4,980,000

Major Commitments:

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

Dr. Rex C. Peebles, 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 SOUTHWESTERN MEDICAL CENTER

Location: Dallas, Metroplex 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 San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional

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[Accountability System](#)

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Enrollment			
Category	Fall 2013	Fall 2017	Fall 2018
Medical School Students	940	939	905
Total Enrollment	2,349	2,235	2,266
Physicians Certified in Residency	1,601	1,324	1,374

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2014	.	\$5,081	\$4,624	\$5,328
FY 2018	.	\$4,925	\$5,589	\$6,540
FY 2019	.	\$5,853	\$5,749	\$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	Group	Peer Institution	Group	Peer Institution	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Bachelor's	18	308	0	329	0	331	.	.	.
Master's	85	134	86	144	80	174	14	.	.
Doctoral	0	8	0	12	0	11	61	.	.
Professional	38	38	34	33	36	33	.	.	.

Research Expenditures	
Year	Amount
FY 2013	\$404,321,279
FY 2017	\$454,855,646
FY 2018	\$469,504,659

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2013	14.40%	28.61%
FY 2017	23.00%	25.85%
FY 2018	20.00%	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	98.30%	97.08%
FY 2017	97.00%	96.00%
FY 2018	95.00%	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	\$197,020,740	FY 2014	\$944,818,689
FY 2017	\$232,988,353	FY 2017	\$1,105,436,348
FY 2018	\$233,159,298	FY 2018	\$1,123,709,829

Online Resume for Prospective Students, Parents and the Public UT SOUTHWESTERN MEDICAL CENTER

Location: Dallas, Metroplex 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 San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional

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[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Fall 2018						
Race/Ethnicity	Total Students Number	% of Total	Medical Students Number	% of Total	Physicians Certified in Residency*	Number % of Total
White	692	30.5%	304	33.6%	0	.0%
Hispanic	239	10.5%	126	13.9%	0	.0%
African American	93	4.1%	55	6.1%	0	.0%
Asian/Pacific Isl.	431	19.0%	340	37.6%	0	.0%
International	552	24.4%	1	.1%	0	.0%
Other & Unknown	259	11.4%	79	8.7%	0	.0%
Total	2,266	100.0%	905	100.0%	1,374	100.0%

* Data for FY 2019

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2019	
Type of Cost	Average Amount
Undergraduate	
Graduate	\$5,749
First-time Medical Student	\$20,931

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

[Amount & Percent of Tuition Increase \(UGrad\)](#)

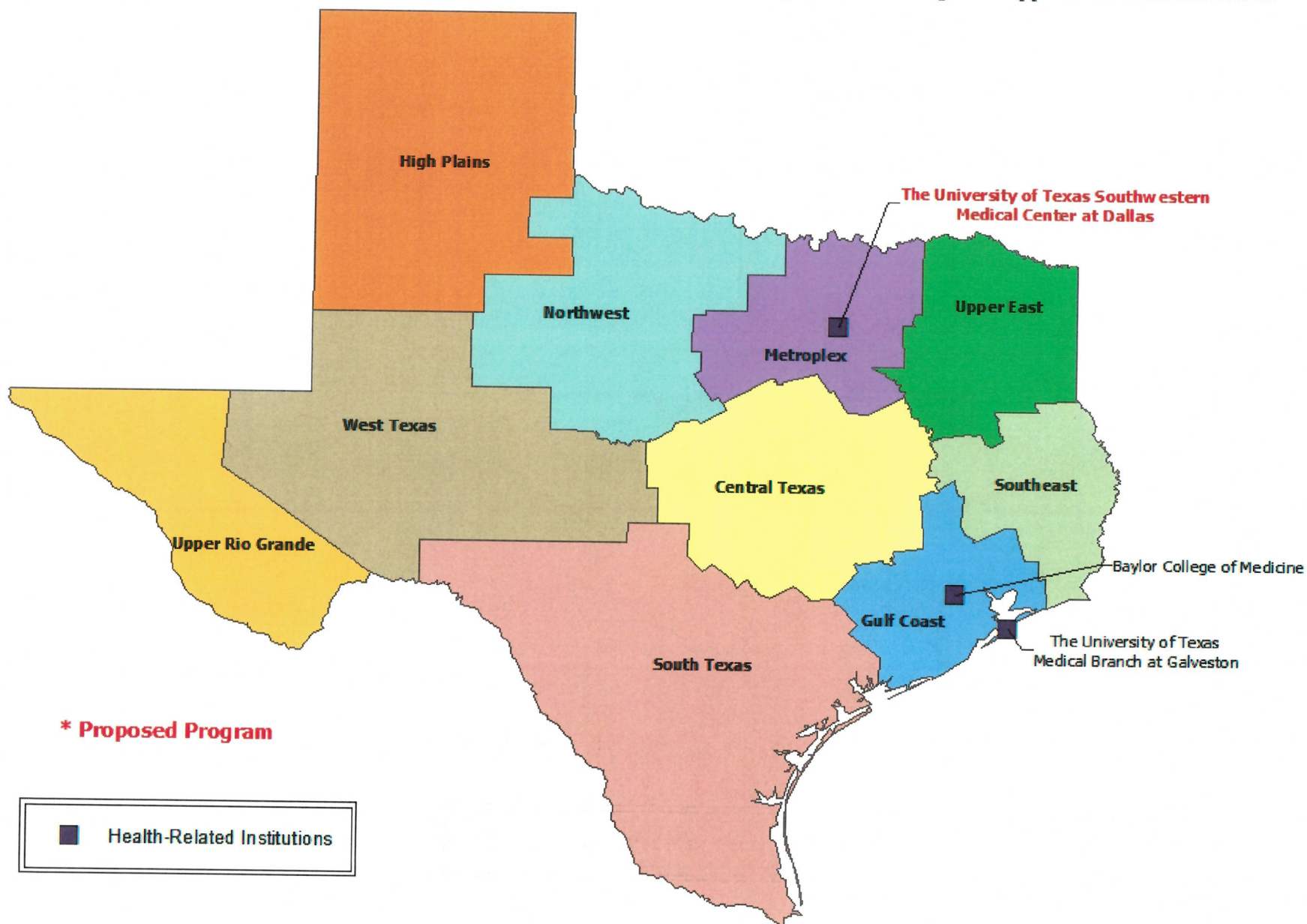
[Amount & Percent of Tuition Increase \(Grad\)](#)

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	0331
FY 2018	95.00%	97.25%	FY 2018	20.00%	26.85%	Master's	80174
						Doctoral	011
						Professional	3633

First-time Licensure or Certification Examination Pass Rate		
FY 2018		
Field	Institution	Peer Group
Dental	N/A	91.7%
Allied Health	98.0%	95.1%
Nursing	N/A	94.7%
Pharmacy	N/A	94.0%
Medical	95.0%	97.3%

Research Expenditures	
Year	Amount
FY 2018	\$469,504,659

**Proposal for a Doctor of Philosophy (PhD)
degree with a major in Applied Clinical Research**



AGENDA ITEM X-C (3)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas A&M University for a Bachelor of Science (BS) degree with a major in Architectural Engineering

RECOMMENDATION: Approval, beginning fall of 2019

Rationale:

Texas A&M University (TAMU) is proposing a Bachelor of Science (BS) degree in Architectural Engineering. The proposed face-to-face program would offer specialty tracks in mechanical systems for buildings and structural systems for buildings, with a plan to add a third track in electrical systems for buildings in the future. Students would be expected to reach synthesis (design) level in one of these areas and would graduate prepared to become licensed professional engineers.

The Bureau of Labor Statistics does not have a code for architectural engineering, but job openings in related fields (civil, electrical, and mechanical engineering) are increasing at a greater rate than the average for all occupations. The total number of degrees awarded in these fields nationally is less than the estimate for average annual job openings, even when architectural engineering is included. The number of degrees awarded in architectural engineering specifically is small compared to other engineering fields. Three public institutions in Texas currently award BS degrees in architectural engineering: Texas A&M University–Kingsville, The University of Texas at Arlington (UT-Arlington), and The University of Texas at Austin. In total, these programs graduated 68 students in 2017. The program at UT-Arlington began in 2015 and has not produced graduates.

TAMU currently offers 18 bachelor's programs in engineering. Its undergraduate engineering programs are ranked in the top 20 in the nation. The proposed BS in Architectural Engineering would build on the strengths of TAMU's Dwight Look College of Engineering.

Recommendations:

In accordance with the institution's proposed hiring schedule, TAMU will hire one core faculty member to start in Year 1 and two core faculty members to start in Year 2. By June 1 of each of these years, 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 architectural engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

Texas A&M University (*Accountability Peer Group: Research Institution*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: Yes No

Texas A&M University has 64 engineering degree programs:

BS, MS, PhD in Interdisciplinary Engineering
 BS, MENG, MS, PhD in Aerospace Engineering
 BS, MENG, MS, PhD in Biological and Agricultural Engineering
 BS, MENG, MS, PhD in Biomedical Engineering
 BS, MENG, MS, PhD in Chemical Engineering
 BS, MENG, MS, PhD in Civil Engineering
 BS, MENG, MS, PhD in Computer Engineering
 BS, MENG, MS, PhD in Electrical Engineering
 BS in Environmental Engineering*
 BS, MENG, MS, PhD in Mechanical Engineering
 BS in Marine Engineering Technology
 BS, MENG, MS, PhD in Nuclear Engineering
 BS in Offshore and Coastal Systems Engineering**
 BS, MENG, MS, PhD in Materials Science and Engineering
 BS, MENG, MS, PhD in Ocean Engineering
 BS, MENG, MS, PhD in Petroleum Engineering
 BS, MENG, MS, PhD in Industrial Engineering
 BS in Radiological Health Engineering**
 MENG, DENG in Engineering
 MENG in Systems Engineering
 MS in Engineering Systems Management
 MS in Safety Engineering

*Approved at the January 2019 Board meeting

**Being phased out in 2020

Proposed Program:

The proposed traditional face-to-face program represents 128 semester credit hours (SCH) of instruction to satisfy ABET accreditation requirements and would begin in fall 2019. The proposed BS in Architectural Engineering is meant to prepare students for professional engineering practice in the architectural, engineering, and construction industries. Architectural Engineering is an interdisciplinary field that combines engineering (primarily civil, mechanical, and electrical) with engineering technology, architectural, and construction science.

The institution estimates that five-year costs would total \$3,365,000. Formula funding would represent 6 percent of all funding at \$363,322. Total funding is estimated to be \$6,469,926.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,950,000
Program Administration	\$ 450,000
Clerical/Staff	\$ 525,000
Graduate Assistants	\$ 150,000
Library, Supplies, & Materials	\$ 175,000
Other	\$ 115,000
Total	\$ 3,365,000

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 363,322
Reallocated Funds	\$ 1,375,000
Other State Funding	\$ 0
Tuition and Fees	\$ 4,731,604
Other	\$ 0
Total	\$ 6,469,926

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Program: <u>Weak</u></i>			
Number of institutions with degree programs in the state with the same 6-digit CIP: 3			
All existing bachelor's programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.			
Public Institutions	Independent Colleges and Universities		
Texas A&M University-Kingsville	None		
The University of Texas at Arlington			
The University of Texas at Austin			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0401): 0			
<i>Job Market Need: <u>Moderate</u></i>			
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
<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>	25	50	75	100	125
<i>Student FTE*</i>	25	50	75	100	125
<i>Core Faculty Headcount</i>	3	5	5	5	5
<i>Core Faculty FTE</i>	2.5	4.5	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 will hire one core faculty member to start in Year 1 and two core faculty members to start in Year 2. By June 1 of each of these years, 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.

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 Architectural Engineering program from ABET upon graduation of its first student.

Dr. Rex C. Peebles, 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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[Institution Home Page](#)

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	0%	\$0	0%	\$0	0%	\$0
2017	32%	\$6,338	33%	\$6,430	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2016	0%	\$0	0%	\$0	0%	\$0
2017	54%	\$8,252	52%	\$9,421	0%	\$0
Federal (Pell) Grants						
2016	0%	\$0	0%	\$0	0%	\$0
2017	21%	\$4,344	22%	\$4,358	0%	\$0

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		7,174	8,513	9,670	Fall 2009 4-year	53.8%	52.8%
Total		95.7%	96.1%	96.3%	Fall 2013 4-year	56.9%	61.3%
Same		91.4%	91.5%	92.3%	Fall 2014 4-year	58.2%	63.7%
Other		4.2%	4.6%	4.1%	Fall 2008 5-year	80.5%	79.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	82.5%	82.0%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016		Fall 2013 5-year	83.8%
Institution Persistence					Fall 2007 6-year	84.8%	83.8%
Cohort		7,599	8,481	8,501	Fall 2011 6-year	86.8%	86.4%
Total		94.5%	93.9%	94.1%	Fall 2012 6-year	86.3%	86.0%
Same		87.1%	85.5%	86.5%	National Comparison (IPEDS Definition)		
Other		7.4%	8.4%	7.6%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	49.0%	63.2%
Cohort		7,332	8,017	8,530	Fall 2012 4-year	52.0%	68.6%
Total		93.8%	93.9%	94.2%	Fall 2007 5-year	76.0%	80.8%
Same		87.5%	87.9%	88.4%	Fall 2011 5-year	77.0%	83.6%
Other		6.3%	6.0%	5.8%	Fall 2006 6-year	80.0%	84.2%
Average Number of Fall & Spring Semesters					Fall 2010 6-year	80.0%	86.0%

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

[Institutional Resumes](#)

[Accountability System](#)

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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%

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

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

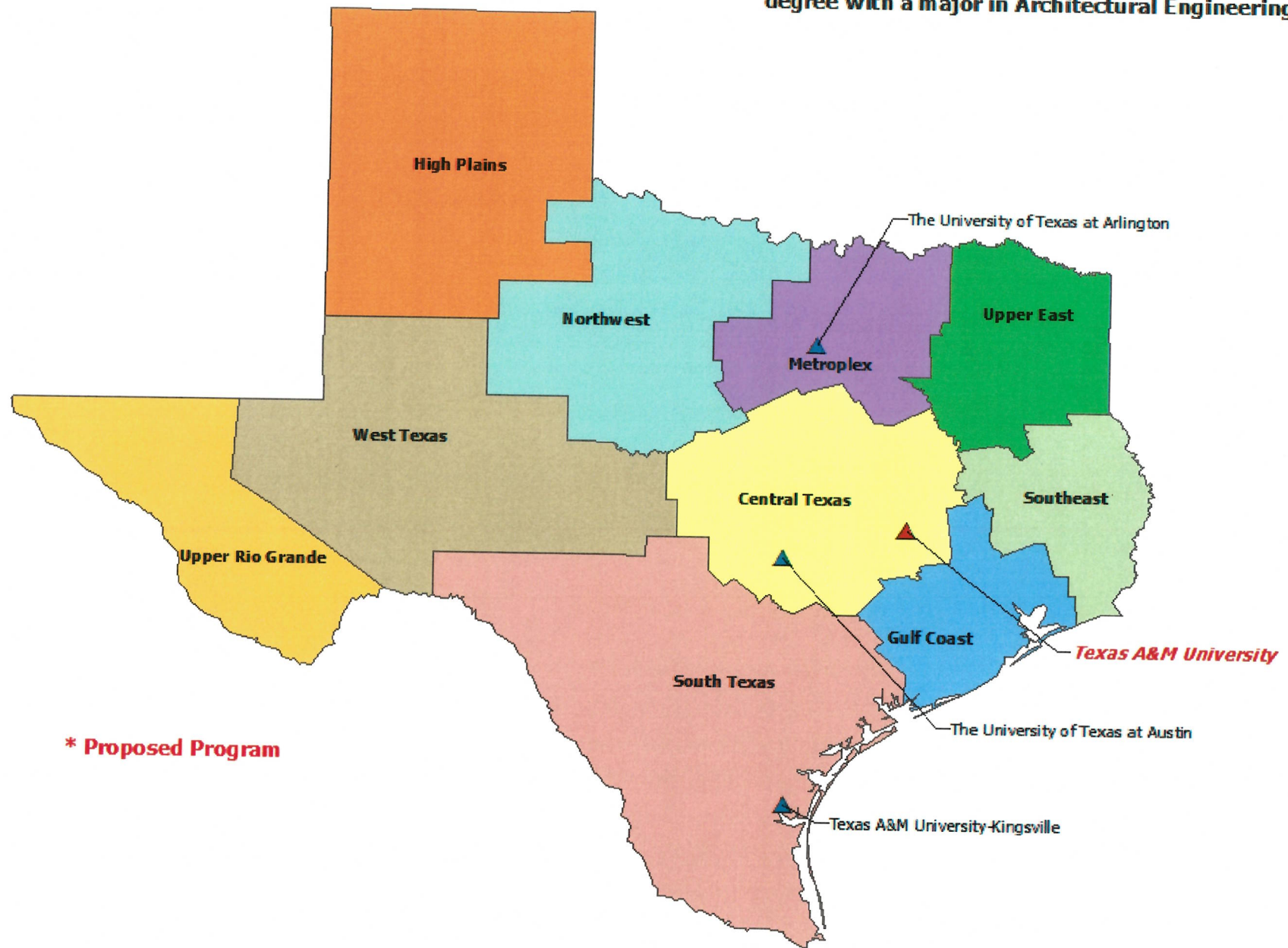
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

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%

**Proposal for a Bachelor of Science (BS)
degree with a major in Architectural Engineering**



AGENDA ITEM X-C (4)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas A&M University-Kingsville for a Bachelor of Science (BS) degree with a major in Industrial Engineering

RECOMMENDATION: Approval, beginning fall 2019

Rationale:

Texas A&M University-Kingsville (TAMU-Kingsville) is proposing a Bachelor of Science (BS) in Industrial Engineering. The proposed face-to-face program would be offered at TAMU-Kingsville and would offer students an additional option for pursuing an industrial engineering degree. TAMU-Kingsville states there is a need for industrial engineers in the regional area that TAMU-Kingsville serves. Based on staff research of undergraduate industrial engineering programs, currently there are no other public institutions within the South Texas region that offer a bachelor's degree in industrial engineering.

Data from the Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicates the national and state workforce need for industrial engineers is not being met. There is a shortage of industrial engineering graduates based on the projected available jobs from 2016 through 2026. According to TWC, the number of projected openings by 2024 in South Texas regions, such as the Alamo, Coastal Bend, Lower Rio Grande, and Gulf Coast regions, is 240, which is about 40 percent of the total openings (605) in the entire state (<https://texascareercheck.com>).

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, other underrepresented minorities, 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 current undergraduate engineering programs (architectural, chemical, civil, industrial management and technology, electrical, environmental, mechanical, and natural gas) are thriving in enrollment, increasing from 905 in 2011 to 1,496 in 2015, with an annual average growth rate of 12.8 percent.

Recommendations:

In accordance with the institution's proposed hiring schedule, TAMU-Kingsville will hire one core faculty member to start in fall 2019, one core faculty member to start in fall 2021, and

one core faculty member to start in fall 2022. By June 1 of each of these years, 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 degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

Texas A&M University-Kingsville (*Accountability Peer Group: Doctoral*)

Related Programs

The institution has degree programs within the same two-digit CIP code: Yes No

Texas A&M University-Kingsville has 17 engineering degree programs:

- BS in Architectural Engineering
- BS, MS in Chemical Engineering
- BS, MS in Civil Engineering
- BS, MS in Electrical Engineering
- BS, MS in Environmental Engineering
- BS in Industrial Management and Applied Engineering Technology
- BS, MS in Mechanical Engineering
- BS, MS in Natural Gas Engineering
- MS in Industrial Management
- PHD in Environmental Engineering
- PHD in Sustainable Energy Systems Engineering

Proposed Program:

The proposed traditional face-to-face program in industrial engineering represents 125 semester credit hours (SCH) of instruction to satisfy the ABET subject matter national accreditation requirements. The proposed BS in Industrial Engineering is meant to prepare students for professional engineering practice in the hospital, manufacturing, research, marketing, finance, and information systems industries. Industrial Engineering prepares individuals to apply scientific and mathematical principles to the design, improvement, and installation of integrated systems of people, material, information, and energy. This includes instruction in applied mathematics, physical sciences, the social sciences, engineering analysis, systems design, computer applications, and forecasting and evaluation methodology.

The institution estimates that five-year costs would total \$1,226,385. Formula funding would represent 22 percent of all funding at \$539,165. Total funding is estimated to be \$2,497,440.

FIVE-YEAR COSTS		
Personnel	\$	1,094,400
Library, Supplies, and Materials	\$	37,190
Facilities and Equipment	\$	61,795
Other	\$	33,000
Total	\$	1,226,385

FIVE-YEAR FUNDING		
Formula Funding (Years 3-5)	\$	539,165
Other State Funding	\$	0
Tuition and Fees	\$	1,958,275
Other	\$	0
Total	\$	2,497,440

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Programs is: **Weak**

Number of institutions with bachelor’s degree programs in the state with the same 6-digit CIP (14.3501): **9**

All existing bachelor’s programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.

Public Institutions	Independent Colleges and Universities
Lamar University	St. Mary’s University
Texas State University	
Texas A&M University	
Texas A&M University-Commerce	
Texas Tech University	
The University of Texas at Arlington	
The University of Texas at El Paso	
University of Houston	

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0801): **0**

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	<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>	20	48	81	108	127
<i>Student FTE*</i>	20	48	81	108	127
<i>Core Faculty Headcount</i>	5	5	6	7	7
<i>Core Faculty FTE</i>	2.5	2.5	3.0	3.5	3.5

*The proposed program anticipates the majority of students to enroll full-time.

Major Commitments:

In accordance with the institution's proposed hiring schedule, TAMU-Kingsville will hire one core faculty member to start in fall 2019, one core faculty member to start in fall 2021, and one core faculty member to start in fall 2022. By June 1 of each of these years, 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 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 Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

Dr. Rex C. Peebles, 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](#)

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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	0%	\$0	0%	\$0	0%	\$0
2017	51%	\$8,032	46%	\$6,301	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2016	0%	\$0	0%	\$0	0%	\$0
2017	64%	\$6,944	56%	\$5,974	0%	\$0
Federal (Pell) Grants						
2016	0%	\$0	0%	\$0	0%	\$0
2017	45%	\$4,475	38%	\$3,701	0%	\$0

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 2007 5-year	25.0%	39.7%
Same		55.1%	54.7%	55.3%	Fall 2011 5-year	26.0%	36.8%
Other		16.5%	19.1%	18.3%	Fall 2006 6-year	32.0%	45.3%
Average Number of Fall & Spring Semesters					Fall 2010 6-year	28.0%	43.4%

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](#)

[Definitions](#)

[Institution Home Page](#)

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%

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

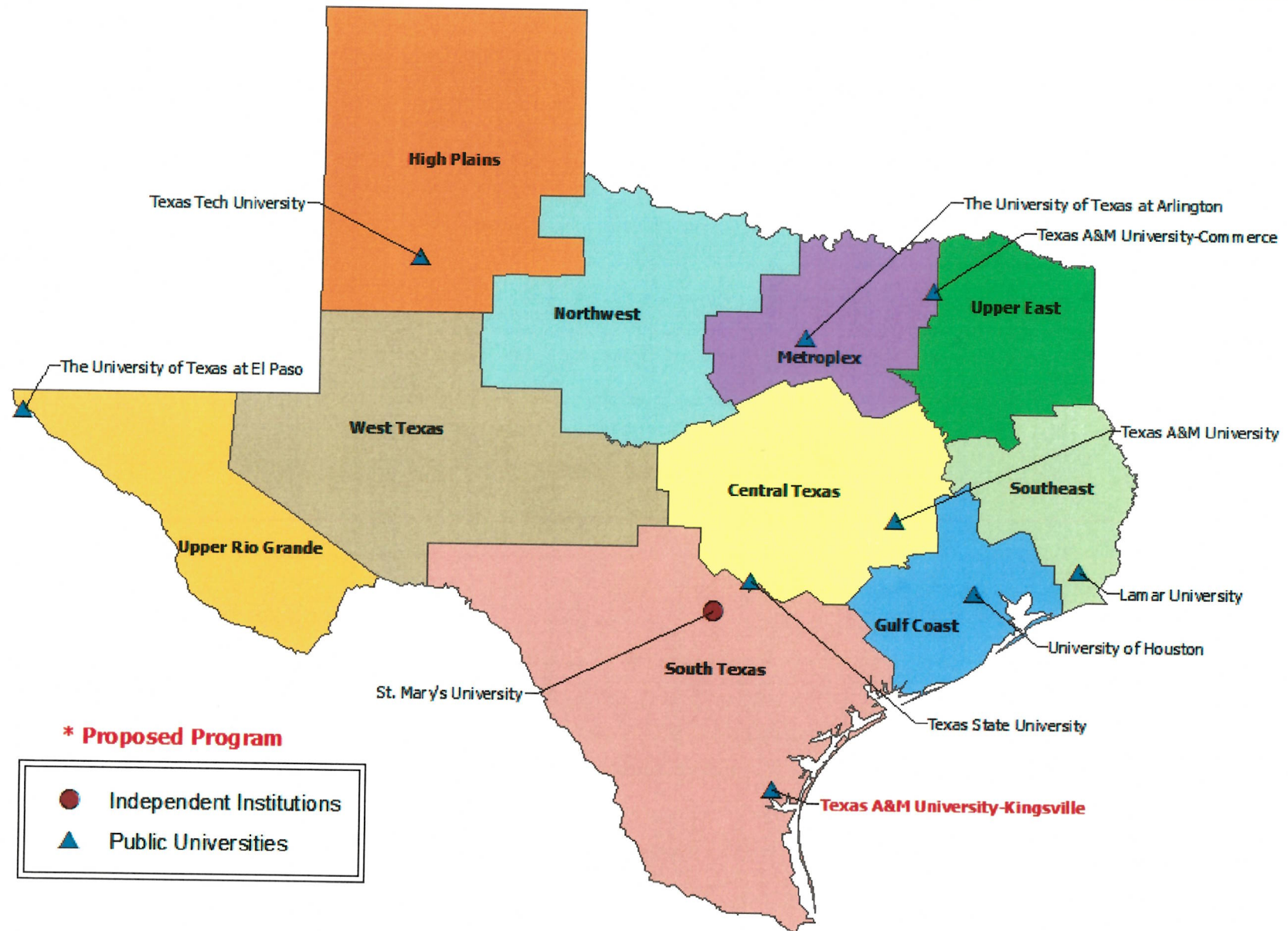
* Fall 2017 Data

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	\$6,940	.0%	\$7,388	.0%	Total Academic Cost
2015	\$7,434	6.6%	\$7,589	2.6%	On-campus Room & Board
2016	\$7,700	3.5%	\$8,372	9.4%	Books & Supplies
2017	\$8,050	4.3%	\$8,863	5.5%	Off-Campus Transportation & Personal Expenses
2018	\$8,462	4.9%	\$7,570	-17.1%	
2019	\$8,462	.0%	\$7,870	3.8%	Total Cost
					\$22,825
Rates of Tuition per SCH					
Mandatory Fees					

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



AGENDA ITEM X-C (5)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas at Tyler for a Bachelor of Science degree with a major in Chemical Engineering

RECOMMENDATION: Approval, beginning fall 2019

Rationale:

The University of Texas at Tyler (UT-Tyler) is proposing a Bachelor of Science (BS) degree in Chemical Engineering. The proposed face-to-face program would require students to complete 128 semester credit hours (SCH). Chemical engineers apply the principles of chemistry, biology, physics, and math to solve problems that involve the production or use of chemicals, fuel, drugs, food, and other products.

Data from the Bureau of Labor Statistics (BLS) and Texas Workforce Commission (TWC) indicate the national and state workforce need for chemical engineers increasing modestly with 2,500 average annual openings nationally, and 310 average annual openings in Texas. Industry turnover is also anticipated nationally with 22 percent of chemical engineers over the age of 55. In 2016, 9,782 bachelor's degrees in chemical engineering were awarded nationally, and 579 were awarded in Texas.

An assessment of regional employers indicates significant local demand for chemical engineers in the area around Tyler. By training students locally and establishing internships and campus partnerships, East Texas industries could recruit and retain qualified employees. The proposed program at UT-Tyler would support recruitment and retention of chemical engineers to the East Texas region.

Institutional support to provide facilities, equipment, and supplies is strong. UT-Tyler is creating two chemical engineering laboratories to support the proposed program. The institution committed \$1,500,000 in gifts, endowment, and university support to the proposed program in the first five years. Additional endowment funds are dedicated to student scholarships in the College of Engineering, with preference given for chemical engineering students.

Recommendations:

In accordance with the institution's proposed hiring schedule, UT-Tyler will hire a department chair and tenure/tenure-track faculty prior to the program start. In Year 1, the proposed program will be supported by two FTE with a headcount of two core faculty. UT-Tyler plans to hire two additional faculty, upon approval of the proposed program, which would bring the FTE to four by Year 4. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of chemical engineering courses to be taught.

The institution will seek accreditation for its Chemical Engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

The University of Texas at Tyler (*Accountability Peer Group: Master's*)

Related Programs

The institution has degree programs within the same two-digit CIP code: Yes No

The University of Texas at Tyler has 7 engineering degree programs:

BSCE, MS in Civil Engineering
BSEE, MS in Electrical Engineering
BSME, MS in Mechanical Engineering
MENGR in Engineering

Proposed Program:

The proposed traditional face-to-face program represents 128 semester credit hours (SCH) of instruction that would begin in fall 2019. The program is expected to attract students from East Texas where there is local industry demand for chemical engineers.

The institution estimates that five-year costs would total \$4,672,787. Formula funding would represent 21 percent of all funding totaling \$1,000,229. Total funding is estimated to be \$4,688,095.

FIVE-YEAR COSTS		
Personnel		
Faculty	\$	2,300,526
Program Administration	\$	243,940
Clerical/Staff	\$	180,321
Graduate Assistants	\$	0
Other	\$	
Facilities and Equipment	\$	1,688,000
Library, Supplies, and Materials	\$	35,000
Maintenance and Operation	\$	91,000
Student Support	\$	134,000
Total	\$	4,672,787

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,000,229
Reallocation	\$ 212,941
Other State Funding	\$ 0
Tuition and Fees	\$ 1,974,925
Other: Founding Gift ¹	\$ 1,500,000
Total	\$ 4,688,095

¹UT-Tyler received a \$3 million founding gift to name the department of chemical engineering. \$1 million of the endowment is to create a scholarship fund for students in the College of Engineering, with preference given to chemical engineering students. In the Five-Year Funding table, \$1,500,000 in gifts, endowment, and university support are committed to support the proposed program in the first five years under the "other" category.

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	Independent Colleges and Universities
Lamar University	Rice University
Prairie View A&M University	
Texas A&M University	
Texas A&M University-Kingsville	
Texas Tech University	
The University of Texas at Austin	
The University of Texas at San Antonio	
The University of Texas Permian Basin	
University of Houston	

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0701): **0**

Job Market Need: **Moderate**

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	<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>	23	44	71	104	126
<i>Student FTE*</i>	22	43	67	98	120
<i>Core Faculty Headcount</i>	2	2	3	4	4
<i>Core Faculty FTE</i>	2.0	2.0	3.0	4.0	4.0

*The proposed program anticipates the majority of students to enroll full-time.

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-Tyler will hire a department chair and tenure/tenure-track faculty prior to the program start. In Year 1, the proposed program will be supported by two FTE with a headcount of two core faculty. UT-Tyler plans to hire two additional faculty, upon approval of the proposed program, which would bring the FTE to four by Year 4. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of Chemical 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 Chemical Engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East 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 - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's, Doctoral

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[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	4,726	63.2%	5,808	58.5%	5,715	58.8%
Hispanic	1,008	13.5%	1,815	18.3%	1,819	18.7%
African American	822	11.0%	1,152	11.6%	1,047	10.8%
Asian	218	2.9%	382	3.8%	392	4.0%
International	193	2.6%	300	3.0%	286	2.9%
Other & Unknown	509	6.8%	477	4.8%	457	4.7%
Total	7,476	100.0%	9,934	100.0%	9,716	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	646	12.0%	996	13.4%	1,039	14.2%
Other Institutions	92	1.7%	162	2.2%	170	2.3%

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	\$7,222	.0%	\$6,418	.0%
2015	\$7,312	1.2%	\$6,992	8.9%
2016	\$7,312	.0%	\$7,366	5.3%
2017	\$7,602	4.0%	\$7,583	2.9%
2018	\$7,822	2.9%	\$7,259	-4.3%
2019	\$8,292	6.0%	\$7,702	6.1%

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	0%	\$0	0%	\$0
2017	39%	\$7,067	38%	\$5,716	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2016	0%	\$0	0%	\$0	0%	\$0
2017	56%	\$6,159	54%	\$5,002	0%	\$0
Federal (Pell) Grants						
2016	0%	\$0	0%	\$0	0%	\$0
2017	34%	\$4,104	38%	\$3,444	0%	\$0

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		625	815	649	Fall 2009 4-year	30.1%	20.0%
Total		85.8%	83.7%	87.8%	Fall 2013 4-year	32.0%	24.2%
Same		66.4%	62.2%	61.6%	Fall 2014 4-year	35.5%	26.7%
Other		19.4%	21.5%	26.2%	Fall 2008 5-year	51.0%	37.4%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	50.2%	37.4%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	52.2%	41.8%
Institution Persistence					Fall 2007 6-year	58.3%	42.4%
Cohort		632	766	815	Fall 2011 6-year	57.5%	45.7%
Total		76.9%	77.3%	78.2%	Fall 2012 6-year	58.4%	45.0%
Same		52.7%	48.2%	53.4%	National Comparison (IPEDS Definition)		
Other		24.2%	29.1%	24.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	25.0%	21.0%
Cohort		493	535	544	Fall 2012 4-year	23.0%	23.0%
Total		69.0%	72.9%	70.0%	Fall 2007 5-year	37.0%	34.0%
Same		45.8%	50.5%	49.8%	Fall 2011 5-year	35.0%	37.6%
Other		22.9%	22.4%	20.2%	Fall 2006 6-year	41.0%	36.0%
Average Number of Fall & Spring Semesters					Fall 2010 6-year	39.0%	42.6%

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	656	10.50	139.26	416	12.15	143.84
FY 2017	872	10.40	138.00	480	11.91	141.42
FY 2018	1,036	10.60	138.00	525	11.81	139.57

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	22	81.8%
Peer Group	103	41.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	603	66.8%
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	\$36,561,381	38.4%	\$47,944,760	38.3%	\$51,644,614	38.5%
Federal Funds	\$18,748,545	19.7%	\$15,071,505	12.1%	\$15,351,916	11.5%
Tuition & Fees	\$27,363,871	28.8%	\$43,796,384	35.0%	\$46,375,754	34.6%
Total Revenue	\$95,108,769	100.0%	\$125,040,553	100.0%	\$134,006,813	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East 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 - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's, Doctoral

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[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2018	
	Number	Percent
White	5,715	58.8%
Hispanic	1,819	18.7%
African American	1,047	10.8%
Asian	392	4.0%
International	286	2.9%
Other & Unknown	457	4.7%
Total	9,716	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,039	14.2%
Other Institutions	170	2.3%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Measure	Entering	
	Fall	Rate
4-year Rate Total	2014	35.5%
Same Institution		27.9%
Other Institutions		7.7%
5-year Rate Total	2013	52.2%
Same Institution		38.2%
Other Institutions		14.0%
6-year Rate Total	2012	58.4%
Same Institution		45.1%
Other Institutions		13.3%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2017	
Total	87.8%
Same	61.6%
Other	26.2%
2-Year Persistence, Fall 2016	
Total	78.2%
Same	53.4%
Other	24.8%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	10.60	138.00

Degrees Awarded	
Type	FY 2018
Bachelor's	1,742
Master's	1,019
Doctoral	30
Professional	0
Total	2,791

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	96.50%
Law	%
Pharmacy	%
Nursing	94.4%
Engineering	46.3%

*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	1,247	84.0%	51.8%
African American	415	53.0%	30.0%
Hispanic	1,002	67.6%	26.1%
Asian	162	88.3%	29.4%
International	171	94.7%	24.1%
Other	92	83.7%	53.2%
Total	3,089	75.3%	39.0%

Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	38.5%
Undergraduate Classes with > 50 Students	14.5%
% of Teaching Faculty Tenured/Tenure-track *	58.9%
Student/Faculty Ratio *	19:1

* Fall 2017 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$7,222	.0%	\$6,360	.0%
2015	\$7,312	1.2%	\$6,970	8.8%
2016	\$7,312	.0%	\$7,371	5.4%
2017	\$7,602	3.8%	\$7,582	2.8%
2018	\$7,822	2.8%	\$7,219	-5.0%
2019	\$8,292	5.7%	\$7,660	5.8%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$8,292
On-campus Room & Board	\$9,502
Books & Supplies	\$1,292
Off-Campus Transportation & Personal Expenses	\$2,524
Total Cost	\$21,610

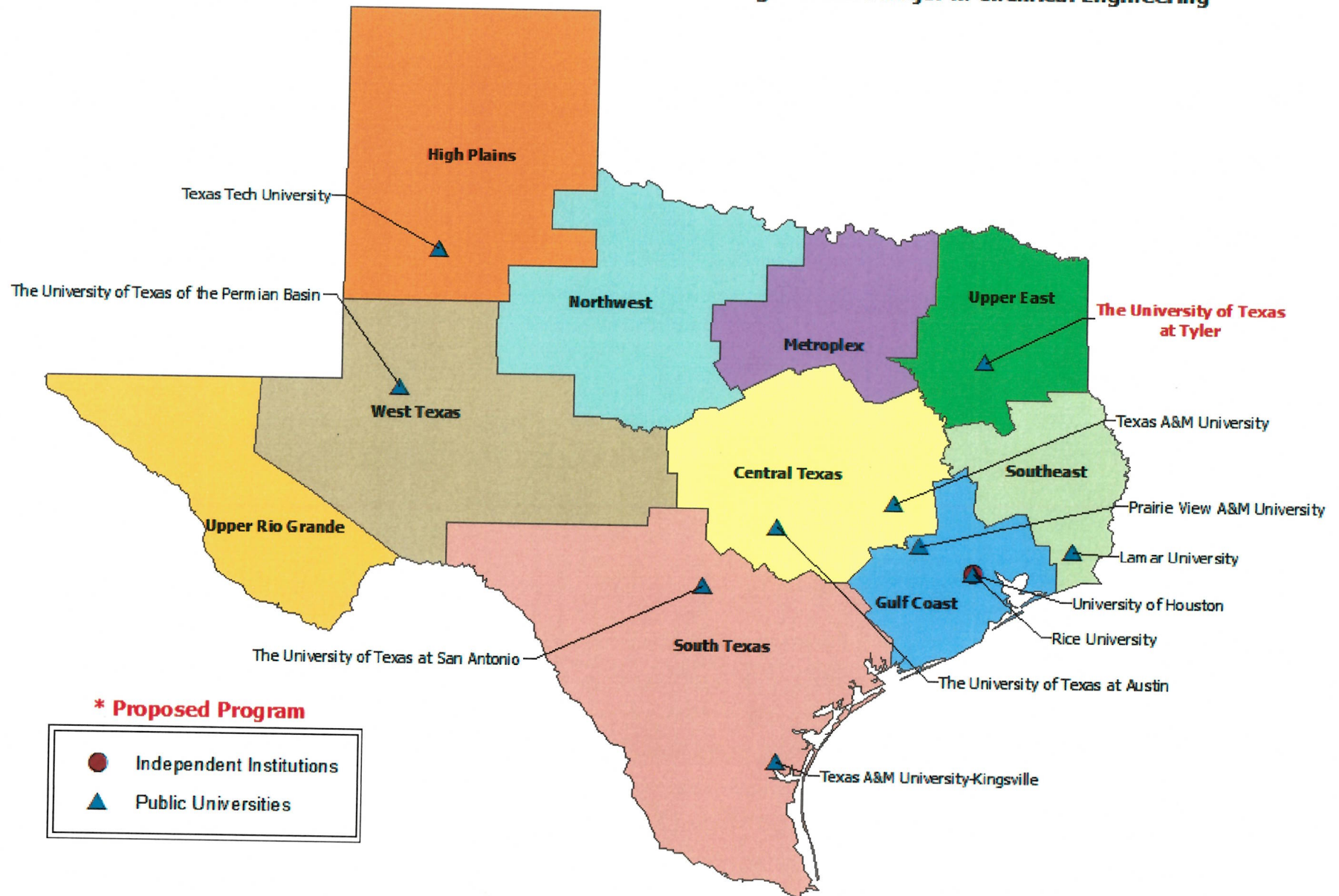
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$6,159
Federal (Pell) Grants	34%	\$4,104
Federal Student Loans	39%	\$7,067

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$51,644,614	38.5%
Federal Funds	\$15,351,916	11.5%
Tuition & Fees	\$46,375,754	34.6%
Total Revenue	\$134,006,813	100.0%

**Proposal for a Bachelor of Science (BS)
degree with a major in Chemical Engineering**



AGENDA ITEM X-C (6)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas Health Science Center at Houston for a Bachelor of Science in Nursing (BSN) degree to Doctor of Nursing Practice (DNP) degree in Nurse Practitioner

RECOMMENDATION: Approval, beginning fall 2019

Rationale:

The University of Texas Health Science Center at Houston (UTHSC-Houston) is requesting approval to admit Bachelor of Science in Nursing (BSN) prepared registered nurses (RNs) to the DNP-Nurse Practitioner program with specialty tracks in Family Nurse Practitioner (FNP), Adult/Gerontology Primary Nurse Practitioner (A/GPNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). The BSN-DNP pathway would expand UTHSC-Houston's existing DNP-Nurse Practitioner program, which has been offered as a post-master's only program since 2006. UTHSC-Houston has offered a BSN-DNP pathway for the DNP in Nurse Anesthesia program since 2013.

Graduates of the proposed BSN-DNP pathway would meet certification requirements for their chosen nurse practitioner specialty track and would be eligible to sit for their certification examination. Recent certification rate data for UTHSC-Houston's MSN programs show passing rates of 98 to 100 percent.

Graduate nursing programs at UTHSC-Houston have experienced an increase in enrollment during the last five years, and UTHSC-Houston reports strong student interest in a post-baccalaureate DNP-Nurse Practitioner program. The supporting baccalaureate and master's programs are at capacity, and the number of applicants has steadily increased each year over the past five years.

Nurses are in high demand with many states, including Texas, reporting a shortage in nursing staff. Nationally, for the decade 2016-2026, the Bureau of Labor and Statistics predicts a 36 percent increase in nurse practitioner positions. During the same period, the Texas Workforce Commission expects a 44 percent growth in the number of available nurse practitioner positions statewide.

Recommendations:

None

The University of Texas Health Science Center at Houston (*Accountability Peer Group: Health-Related Institutions*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	64.8%	72.9%
	Doctoral 10-Year Graduation Rate	63.4%	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 N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Doctorate in Health Informatics (DHI, 2018) 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No N/A		

Proposed Program:

UTHSC-Houston proposes to offer the BSN-DNP-Nurse Practitioner pathway with tracks in FNP, A/GPNP, and PMHNP beginning in fall 2019. The program would admit 12 students per track for the first year and increase to 20 students per track by the fifth year. Entry into the program would require a BSN and a valid RN license. UTHSC-Houston would offer the program part-time to attract and retain working RNs and would have a full-time option available for students who choose to accelerate their program. The proposed program would require 79 semester credit hours (SCH) beyond the bachelor's degree. The required SCH are comparable to other BSN-DNP-Nurse Practitioner programs in Texas.

The post-master's DNP-Nurse Practitioner program has grown from 96 students in 2014 to 115 students in 2018. Supporting Master of Science in Nursing (MSN) programs have grown from 327 students in 2014 to 777 students in 2018.

UTHSC-Houston has existing resources and facilities in place to support the proposed BSN-DNP pathway. The new pathway would not have a significant impact on UTHSC-Houston's existing nursing programs. No additional faculty would be hired. The institution estimates that five-years costs for the proposed program would total \$2,555,206.

Existing Programs:

There are seven public universities, four public health-related institutions, and seven independent universities offering DNP programs in Texas. If approved, UTHSC-Houston would be the third Texas public institution to offer the BSN-DNP pathway for nurse practitioners.

In 2017, Texas Tech University Health Sciences Center and The University of Texas Health Science Center at San Antonio were approved to offer the BSN-DNP pathway for nurse practitioners.

Public Universities:

Prairie View A&M University
Texas A&M University-Corpus Christi

Texas Woman's 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 Tyler

Public Health-Related Institutions:

Texas Tech University Health Sciences Center
 The University of Texas Health Science Center at Houston
 The University of Texas Health Science Center at San Antonio
 The University of Texas Medical Branch-Galveston

Independent Colleges and Universities:

Abilene Christian University
 Baylor College of Medicine
 Baylor University
 Texas Christian University
 Texas Wesleyan University
 University of Mary-Hardin Baylor
 University of the Incarnate Word

There are no existing BSN-to-DNP programs in nurse practitioner specialties within a 60-minute drive of proposed program. The program at Baylor College of Medicine, also located in the Texas Medical Center, offers a BSN-to-DNP program in Nurse Anesthesia. In 2018, there were a total of 16 declared BSN-DNP-Nurse Practitioner majors at public universities and health-related institutions.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	36	72	114	162	222
<i>Graduates</i>	32	33	38	44	55
<i>Avg. Financial Assistance</i>	\$9,500	\$8,000	\$7,500	\$7,000	\$7,000
<i>Students Assisted</i>	3	7	11	15	20
<i>Core Faculty (FTE)</i>	9.3	9.3	9.3	9.3	9.3
<i>Total Costs</i>	\$157,510	\$327,212	\$533,035	\$750,791	\$786,658
<i>Total Funding</i>	\$170,676	\$341,320	\$565,778	\$1,305,242	\$1,401,335
<i>% From Formula Funding</i>	0	0	0	36%	34%

FIVE-YEAR COSTS	
Personnel	
Faculty (Reallocated)	\$ 2,351,086
Clerical/Staff (New)	\$ 127,419
Supplies and Materials	\$ 50,000
Other (faculty travel)	\$ 26,700
Total	\$ 2,555,206

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 949,666
Other	\$ 2,834,685
Total	\$ 3,784,351

Dr. Rex C. Peebles, 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-HOUSTON

Location: Houston, Gulf Coast 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 San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional

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[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment			
Category	Fall 2013	Fall 2017	Fall 2018
Medical School Students	965	967	984
Total Enrollment	4,615	5,242	5,335
Physicians Certified in Residency	892	1,014	1,052

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2014	\$7,328	\$5,081	\$5,462	\$5,328
FY 2018	\$9,791	\$4,925	\$7,062	\$6,540
FY 2019	\$10,121	\$5,853	\$7,425	\$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		FY 2017			
Type	Peer Institution	Peer Group	Institution	Peer Group	Institution	Peer Group		Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Bachelor's	361	308	438	329	473	331		Associate's	.	.	.	.	.
Master's	184	134	206	144	358	174		Bachelor's	311	.	.	.	.
Doctoral	23	8	51	12	45	11		Master's	185	.	.	.	.
Professional	0	38	0	33	0	33	Doctoral	4	.	.	.	.

Research Expenditures	
Year	Amount
FY 2013	\$220,143,776
FY 2017	\$232,468,158
FY 2018	\$240,030,744

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2013	20.00%	28.61%
FY 2017	22.00%	25.85%
FY 2018	20.00%	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	97.00%	97.08%
FY 2017	98.00%	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	\$210,489,944	FY 2014	\$898,628,187
FY 2017	\$233,223,463	FY 2017	\$1,153,279,551
FY 2018	\$233,613,776	FY 2018	\$1,214,818,393

Online Resume for Prospective Students, Parents and the Public

UT HEALTH SCIENCE CENTER-HOUSTON

Location: Houston, Gulf Coast 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 San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers:

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 Number % of Total	Medical Students Number % of Total	Physicians Certified in Residency*	Number % of Total	Number % of Total	
White	1,917 35.9%	437 44.4%	0	.0%		
Hispanic	959 18.0%	147 14.9%	0	.0%		
African American	594 11.1%	73 7.4%	0	.0%		
Asian/Pacific Isl.	1,041 19.5%	250 25.4%	0	.0%		
International	510 9.6%	0 .0%	0	.0%		
Other & Unknown	314 5.9%	77 7.8%	0	.0%		
Total	5,335 100.0%	984 100.0%	1,052	100.0%		

* Data for FY 2019

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2019	
Type of Cost	Average Amount
Undergraduate	\$10,121
Graduate	\$7,425
First-time Medical Student	\$22,176

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

[Amount & Percent of Tuition Increase \(UGrad\)](#)

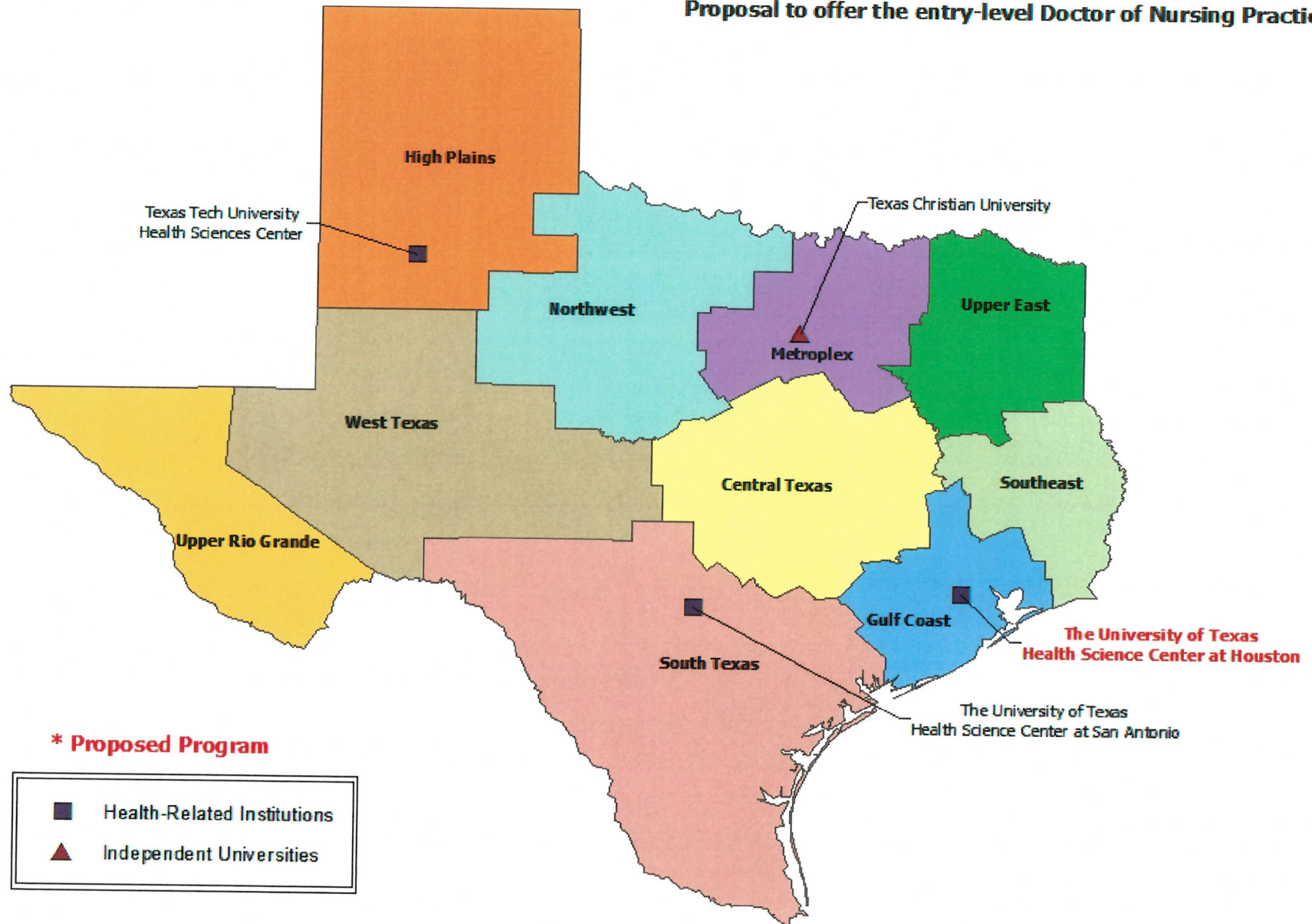
[Amount & Percent of Tuition Increase \(Grad\)](#)

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	473	331
FY 2018	98.00%	97.25%	FY 2018	20.00%	26.85%	Master's	358	174
						Doctoral	45	11
						Professional	0	33

First-time Licensure or Certification Examination Pass Rate		
FY 2018		
Field	Institution	Peer Group
Dental	96.0%	91.7%
Allied Health	99.0%	95.1%
Nursing	90.0%	94.7%
Pharmacy	N/A	94.0%
Medical	98.0%	97.3%

Research Expenditures	
Year	Amount
FY 2018	\$240,030,744

Proposal to offer the entry-level Doctor of Nursing Practice track



AGENDA ITEM X-C (7)

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas Tech University Health Sciences Center for a Doctor of Occupational Therapy (OTD) degree with a major in Occupational Therapy

RECOMMENDATION: Approval, beginning summer 2020

Rationale:

Texas Tech University Health Sciences Center (TTUHSC) is proposing a Doctor of Occupational Therapy (OTD) degree program. The proposed program would offer two tracks: (1) Entry-level, which would prepare students to enter the field of occupational therapy; and (2) Post-professional, for licensed occupational therapists with a bachelor's or master's degree in occupational therapy. The post-professional track would be taught fully online.

Workforce need and projection data from the Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate a greater than average need for occupational therapists. For the decade 2016-2026, the BLS anticipates a 24 percent increase in available occupational therapy jobs. The TWC expects Texas will experience a 34 percent increase in occupational therapy positions.

Nationally and in Texas, occupational therapy programs are producing fewer graduates than available jobs. Nationally, in 2017, occupational therapy programs produced 2,958 fewer graduates than available jobs. In 2017, Texas public institutions produced 98 fewer graduates than available occupational therapy jobs.

TTUHSC has successfully offered a Master of Occupational Therapy (MOT) program since 2012 and has the faculty and resources in place to support the proposed OTD. Once the entry-level track of the OTD program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), the MOT program will be phased-out.

Recommendations:

In accordance with the institution's proposed hiring schedule, TTUHSC will hire two additional faculty members. The first faculty member will be hired by December 2019 and the second will be hired by September 2021. Upon hiring of each faculty member, 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 submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Texas Tech University Health Sciences Center (*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	75.6%	72.9%
	Doctoral 10-Year Graduation Rate	39.1%	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 Science in Physical Therapy since 2002, the PhD in Rehabilitation Sciences since 2004, and the Doctor of Physical Therapy since 2007.		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		

Proposed Program:

TTUHSC proposes to offer an OTD program beginning in summer 2020 with an incoming class of 53 students (entry-level track) and 20 students (post-professional track) in Year 1 and increasing to an entering class size of 159 (entry-level track) and 60 (post-professional track) by Year 5. The proposed program would offer two tracks: (1) Entry-level, which will prepare students to enter the field of occupational therapy; and (2) Post-professional, for licensed occupational therapists with a bachelor's or master's degree in occupational therapy. The post-professional track will be taught fully online to accommodate working occupational therapists.

The proposed curriculum for the entry-level track is a mix of required classes, including courses in human anatomy, cognitive and behavioral models, motor control and learning models, biomechanical and rehabilitative models, and neurological foundations. The proposed entry-level track would enroll individuals with a bachelor's degree and require 100 semester credit hours (SCH).

A bridge program will be available to students who are currently enrolled in the MOT program at the time of accreditation of the proposed entry-level OTD program. Students will be given the option to continue with the MOT degree or earn the entry-level OTD degree. Students who choose the OTD degree would not be conferred a MOT degree. The proposed bridge program would require 19 SCH after the completion of the 88 SCH MOT program, for a total of 107 SCH.

The proposed curriculum for the post-professional track is a mix of required classes, including courses in health and wellness, management and leadership in healthcare, outcomes measurement, capstone, and professional seminar. The proposed post-professional track would enroll licensed occupational therapists holding either a bachelor's or master's degree in occupational therapy and would require 33 SCH beyond a bachelor's degree and 27 SCH beyond a master's degree.

The required coursework in the proposed program is comparable to other occupational therapy programs in Texas and the nation.

The institution would draw on its existing faculty to begin the program and has identified six core faculty and four support faculty to be dedicated to the proposed program. While many of the students entering the proposed program would be working professionals, the institution has committed \$40,000 annually to be used for student support. The institution estimates that five-year costs for the proposed program would total \$7,846,205.

Existing Programs:

Post-professional OTD programs are offered at one public health-related institution, one public university, and one independent university. All of the post-professional programs are offered online. There is one entry-level OTD program offered at a public health-related institution. The entry-level program, offered face-to-face, is located 382 miles away at The University of Texas Health Science Center at San Antonio.

Public Universities:

Texas Woman's University, Doctor of Occupational Therapy (Post-Professional)

Public Health-Related Institutions:

The University of Texas Medical Branch-Galveston, Doctor of Occupational Therapy (Post-Professional)

The University of Texas Health Science Center at San Antonio, Doctor of Occupational Therapy (Entry-Level)

Independent Colleges and Universities:

Baylor University, Doctor of Occupational Therapy (Post-Professional)

In 2017, there were a total of 350 declared majors in occupational therapy doctoral programs at the three public universities that offer similar programs.

<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 (Entry-Level)</i>	53	106	159	159	159
<i>Graduates</i>	0	0	53	53	53
<i>Students Enrolled (Post-Professional)</i>	20	35	55	60	60
<i>Graduates</i>	0	0	12	18	20
<i>Avg. Financial Assistance</i>	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
<i>Students Assisted</i>	28	28	28	28	28
<i>Core Faculty (FTE)</i>	7	8	8	8	8
<i>Total Costs</i>	\$1,415,532	\$1,503,612	\$1,626,541	\$1,643,189	\$1,657,331
<i>Total Funding</i>	\$1,489,078	\$1,530,378	\$1,652,202	\$1,805,992	\$2,683,075
<i>% From Formula Funding</i>	0	0	50%	46%	77%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 4,200,000
Program Administration	\$ 1,460,000
Clerical/Staff	\$ 508,000
Facilities and Equipment	\$ 502,738
Library, IT, Supplies, and Materials	\$ 920,467
Student Support (scholarships)	\$ 200,000
Other	\$ 55,000
Total	\$ 7,846,205

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5 Only)	\$ 3,733,431
Reallocated Funds	\$ 3,512,324
Tuition and Fees	\$ 1,914,970
Total	\$ 9,160,725

Major Commitments:

In accordance with the institution's proposed hiring schedule, TTUHSC will hire two additional faculty members. The first faculty member will be hired by December 2019 and the second will be hired by September 2021. Upon hiring each faculty member, 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 shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

Dr. Rex C. Peebles, 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 TECH UNIVERSITY HEALTH SCIENCES CENTER

Location: Lubbock, High Plains Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC - El Paso, 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

0000, Louisiana State University Health Sciences Center-0000, University Of Oklahoma Health Science Center 0000

Degrees Offered: Bachelor's, Master's, Doctoral, Professional

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[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment			
Category	Fall 2013	Fall 2017	Fall 2018
Medical School Students	574	724	729
Total Enrollment	3,959	4,676	4,984
Physicians Certified in Residency	622	487	478

Costs				
Average Annual Total Academic Costs for Resident Full-time Student				
Undergraduate Student			Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2014	\$8,866	\$5,081	\$7,726	\$5,328
FY 2018	\$8,752	\$4,925	\$9,842	\$6,540
FY 2019	\$10,524	\$5,853	\$8,914	\$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	955	308	1228	329	1228	331			
Master's	375	134	433	144	426	174			
Doctoral	24	8	29	12	39	11			
Professional	90	38	92	33	92	33			

Research Expenditures	
Year	Amount
FY 2013	\$61,016,671
FY 2017	\$39,703,618
FY 2018	\$37,742,447

Percent of Medical School Students Practicing Primary Care in Texas after Graduation		
Year	Institution	Peer Group
FY 2013	25.71%	28.61%
FY 2017	28.00%	25.85%
FY 2018	29.00%	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	96.48%	97.08%
FY 2017	96.00%	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 2014	\$220,494,499	FY 2014	\$561,437,546
FY 2017	\$171,193,138	FY 2017	\$439,399,278
FY 2018	\$178,247,608	FY 2018	\$466,317,506

Online Resume for Prospective Students, Parents and the Public

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

Location: Lubbock, High Plains Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC - El Paso, 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

0000, Louisiana State University Health Sciences Center-0000, University Of Oklahoma Health Science Center 0000

Degrees Offered: 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	2,605	52.3%	285	39.1%	0	.0%
Hispanic	913	18.3%	96	13.2%	0	.0%
African American	387	7.8%	30	4.1%	0	.0%
Asian/Pacific Isl.	562	11.3%	121	16.6%	0	.0%
International	114	2.3%	2	.3%	0	.0%
Other & Unknown	403	8.1%	195	26.7%	0	.0%
Total	4,984	100.0%	729	100.0%	478	100.0%

* Data for FY 2019

Costs	
Annual Academic Costs for Full-time Resident Student, FY 2019	
Type of Cost	Average Amount
Undergraduate	\$10,524
Graduate	\$8,914
First-time Medical Student	\$18,808

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

[Amount & Percent of Tuition Increase \(UGrad\)](#)

[Amount & Percent of Tuition Increase \(Grad\)](#)

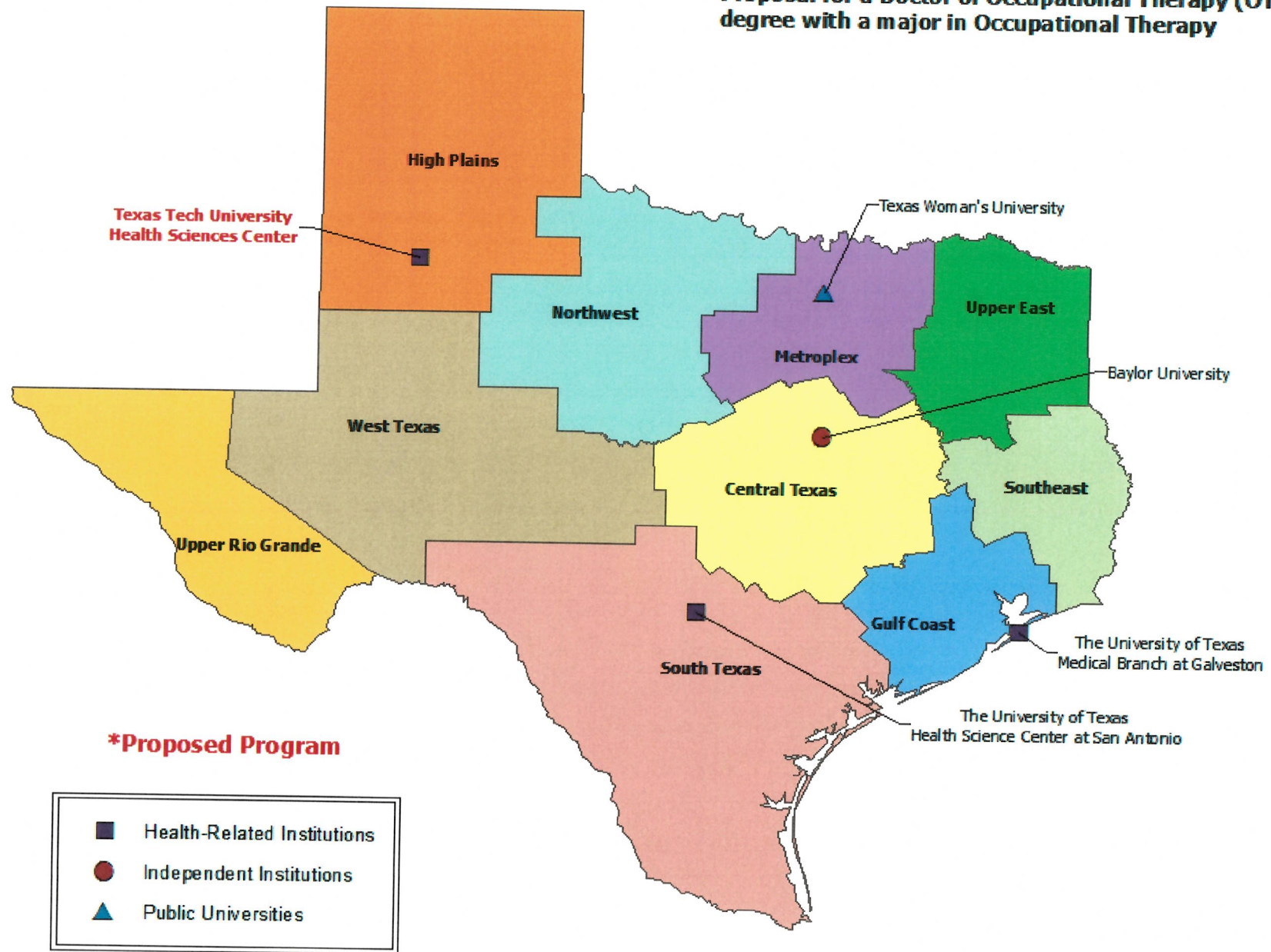
Financial Aid		
Need-based Aid for Graduate Students (GS)		
Fall 2017		
Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	46.0%	\$1,806
Loans		\$2,750
Work Study		.
Grants, Scholarships, Loans or Workstudy	46.0%	\$1,808

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	1228	331
FY 2018	96.00%	97.25%	FY 2018	29.00%	26.85%	Master's	426	174
						Doctoral	39	11
						Professional	92	33

First-time Licensure or Certification Examination Pass Rate		
FY 2018		
Field	Institution	Peer Group
Dental	N/A	91.7%
Allied Health	96.0%	95.1%
Nursing	96.0%	94.7%
Pharmacy	92.0%	94.0%
Medical	96.0%	97.3%

Research Expenditures	
Year	Amount
FY 2018	\$37,742,447

**Proposal for a Doctor of Occupational Therapy (OTD)
degree with a major in Occupational Therapy**



AGENDA ITEM X-D

Consideration of adopting the Committee's recommendation to the Board relating to a request from Medisend College of Biomedical Engineering Technology for a second Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval

Background Information:

Medisend College of Biomedical Engineering Technology (Medisend), Dallas, Texas, seeks approval for its second Certificate of Authority to award an Associate of Applied Science degree in Biomedical Engineering Technology. 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 purpose of Medisend is to provide high-quality, intensive education and training that prepares graduates for professional careers as biomedical technicians. Utilizing a state-of-the-art facility and healthcare technologies, the school objectives include providing detailed training in all technologies utilized in modern medical facilities. Medisend's training emphasizes critical thinking, problem-solving, and communication skills essential to participating effectively in healthcare technology management teams.

Medisend has applied for its second Certificate of Authority as the institution works toward accreditation by an accrediting agency recognized by the THECB. Medisend is pursuing accreditation by the Accrediting Commission of Career Schools and Colleges (ACCSC). The second Certificate of Authority would be valid from April 2019 to April 2021.

An on-site evaluation was conducted at Medisend on December 6 and 7, 2019. The THECB's Certification Advisory Council (CAC) reviewed the evaluation team's report and Medisend's response to the evaluation report at its January 31, 2019 meeting. A quorum of four members participated in the meeting. The CAC members voted 4 to 0 to recommend approval to the Board of Medisend College of Biomedical Engineering Technology's application for its second Certificate of Authority. The Commissioner of Higher Education concurs with the Council's recommendation.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM X-E

Consideration of adopting the Committee's recommendation to the Board relating to the report on the Fiscal Year 2019 Annual Review of Low-Producing Programs

RECOMMENDATION: Approval

Background Information:

The Committee's recommendation to the Board of the Texas Higher Education Coordinating Board (THECB) includes new programs recommended for closure or consolidation, based on the 2019 review, in preparation for the systems' or institutions' Legislative Appropriation Requests (LAR) for the 2022-23 biennium. The list of low-producing degree programs is available on the agency's website at www.thecb.state.tx.us/LPP.

Texas Education Code, Chapter 61, Subchapter C, Section 61.0512 (f), authorizes university systems or, where a system does not exist, the institution to close or consolidate low-producing programs at institutions of higher education. THECB staff may recommend the closure of a non-exempt degree or certificate program to an institution's system or governing board, if the program has been on the annual list of low-producing programs for three or more consecutive reviews (Texas Administrative Code (TAC), Rule 4.290).

The 2018 list of low-producing programs was approved at the April 2018 Board meeting. At the time, THECB staff did not make new recommendations for consolidation or closure. The Board of the THECB approved staff recommendations at its July 2017 Board meeting, so that institutions could discuss and decide on appropriate action together with their systems or governing boards, as intended by statute, during the year prior to the submission of the LAR for the 2020-21 biennium. Programs that are not consolidated or closed pursuant to THECB recommendation must be identified on the system's or institution's LAR.

TAC Chapter 4, Subchapter R, Rules 4.285 through 4.290 provide the process THECB staff follow regarding the periodic review of low-producing degree programs at public institutions of higher education. In order for a degree program to be identified as low-producing, the number of its graduates is, over a cumulative five-year period:

- fewer than 25 graduates for undergraduate programs;
- fewer than 15 graduates for master's programs; and
- fewer than 10 graduates for doctoral programs.

New degree programs are exempt from the low-producing review for the first five years of operation. Master's degree programs that lead directly to a doctoral degree are exempt. The number of graduates of applied associate degree programs and corresponding certificate programs are combined for low-producing purposes. Second major graduates are counted separately.

If a system or institution is required to identify a degree program on its LAR, the system or institution should also develop a plan to allow the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, provide a rationale describing the merits of continuing the degree program.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Report on the 2019 Annual Review of Low-Producing Programs

In July 2013, the Texas Higher Education Coordinating Board (THECB) adopted changes to its rules for the annual review of graduates of degree program from Texas public institutions of higher education, as required by Texas Administration Code (TAC), Title 19, Chapter 4, Subchapter R, Rules 4.285 through 4.290, which were first adopted in April 2010. These rules were passed to implement the requirements of Texas Education Code (TEC), Chapter 61, Subchapter C, Section 61.0512 (f), which authorizes the THECB to make recommendations for consolidation or closure of degree programs.

The TAC defines the process THECB staff follow to determine which programs are low-producing. In order for a degree program to be identified as low-producing, the number of its graduates is, over a cumulative five-year period:

- fewer than 25 graduates for undergraduate programs;
- fewer than 15 graduates for master's programs; and
- fewer than 10 graduates for doctoral programs.

New degree programs are exempt from the low-producing review for the first five years of operation. Master's degree programs that lead directly to a doctoral degree are exempt. The number of graduates of applied associate degree programs and corresponding certificate programs are combined for low-producing purposes. Second major graduates are counted separately.

The 2019 Annual Review of Low-Producing Programs

The 2019 report of the low-producing degree programs review includes graduates of programs from Academic Year (AY) 2012 through AY 2018. Approximately 6,400 programs were reviewed and 182 programs were identified as low-producing.

Of the 182 programs identified as low-producing, 101 programs have been low-producing for three or more consecutive reviews. The 2018 report identified about the same number of programs, 112 programs, as low-producing for three or more consecutive reviews. Of those programs, 25 were closed or consolidated at the request of their institution, and 14 increased the number of graduates and were no longer low-producing.

LPP Action	2015 Review	2016 Review	2017 Review	2018 Review	2019 Review
Review of three 5-year periods	AY 08-14	AY 09-15	AY 10-16	AY 11-17	AY 12-18
Total LPP	181	178	190	206	182
LPP three years in a row	17	54	118	112	99
Sufficient graduates the following year to not be LPP	37	26	33	43	NA*
Closed or consolidated the following year	11	15	8	31	NA*
Recommended for close-out	2	0	118	0	98

* NA, not available at this time: number of programs closing, consolidating in response to the recommendation of this review, or increasing graduates in AY 2019.

Recommendations to Close or Consolidate Low-Producing Programs

The THECB is authorized to make recommendations to close or consolidate low-producing degree programs. These recommendations are made to the governing board of a public institution of higher education or directly to an institution, if it does not have a governing board.

Recommendations to close or consolidate are made for non-exempt degree programs that have been on the annual list of low-producing programs for three or more consecutive reviews. If a governing board does not accept the recommendation and retains the low-producing program, the university system (or the institution, where a system does not exist), identifies the low-producing program(s) recommended for closure or consolidation on its next Legislative Appropriations Request (LAR). In those situations, a system or institution also needs to develop a plan for a low-producing program to achieve the minimum graduation standard, or if the standard is not attainable, provide a rationale that details the merits of continuing the low-producing program.

THECB staff makes recommendations to the Board for closure or consolidation of low-producing programs in odd numbered years, while systems and institutions submit their LAR in even numbered years. This allows systems and institutions ample time to decide on appropriate action, in the year prior to the submission of their LAR.

The list of low-producing degree programs is available at www.thecb.state.tx.us/LPP. THECB staff annually notify governing boards and institutions, if they do not have a governing board, about programs that have not met the standards for three consecutive years and whether the programs will be recommended for closure or consolidation.

The low producing program list that follows shows, by system and institution, the 101 programs identified as low-producing for three or more consecutive reviews. Staff recommends closure or consolidation for those programs. Programs on this list that are not closed or consolidated and that do not sufficiently increase the number of graduates, will be identified on the system's or institution's LAR for the 2022-23 biennium.

Recommendations from Previous Years' Reviews

The list of low-producing programs includes programs that had been recommended for closure or consolidation in 2017, but have not been closed or consolidated and have not sufficiently increased the number of graduates. The list of low-producing programs of the 2017 report was approved by the Board at its July 2017 meeting along with the recommendation to close or consolidate 118 low-producing programs. This allowed the institutions and their systems time to decide on appropriate action in the year prior to the submission of the LAR for the 2020-21 biennium.

The low-producing programs that were recommended to be closed or consolidated in the 2017 report are identified on the list and whether the systems or institutions identified them on their LAR. Ten programs were not identified on the LARs for the 2020-21 biennium, submitted by systems or institutions.

The list also includes programs identified in the 2018 report as low-producing for three consecutive reviews. The 2018 list of low-producing programs was approved by the Board at its

April 2018 meeting. THECB staff did not recommend programs for closure or consolidation, as systems and institutions would not have time to decide on appropriate action prior to submission of the LAR for the 2020-21 biennium. These programs are now recommended for closure or consolidation.

Low-Producing Programs for <i>Three Consecutive Reviews</i> and Recommended for Closure or Consolidation 2019 Report				Review Year				
				17	18	19		
Institution	Program		Graduates Over Five-Year Periods			THECB Report Year ¹	LAR ²	
Non-System - Community and Technical Colleges								
Angelina College	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	AAS	22	14	20	2019	—	
Austin Community College	Engineering-Related Technologies	AAS	21	22	24	2017	NR	
Austin Community College	International Business	AAS	23	17	22	2019	—	
College of the Mainland	Emergency Medical Technology/Technician (EMT Paramedic)	AAS	10	19	23	2017	NR	
Hill College	Heavy/Industrial Equipment Maintenance Technologies	AAS	11	2	5	2017	NR	
Lee College	Criminal Justice & Corrections	AAS	24	23	18	2017	NR	
Northeast Texas Community College	Agricultural Business and Management	AAS	17	19	20	2017	2020-21	
Texarkana College	Marketing	AAS	0	0	0	2017	NR	
Wharton County Junior College	Graphic Communications	AAS	7	8	13	2017	NR	
Alamo Community College District								
Alamo Community College District - Northwest Vista College	Environmental Control Technologies/Technicians	AAS	19	21	21	2019	—	
Alamo Community College District - Palo Alto College	Electromechanical and Instrumentation and Maintenance Technologies/Technicians	AAS	4	2	0	2017	NR	
Texas State Technical College District								
Texas State Technical College-Waco	Physical Science Technologies/Technicians	AAS	22	18	16	2019	—	
Texas State Technical College-Waco	Building/Construction Finishing, Management, and Inspection	AAS	1	7	10	2017	2020-21	
Texas State Technical College-West Texas	Computer Software and Media Applications	AAS	0	7	16	2019	—	

¹ Report Year a low-producing program was first recommended for consolidation or closure.

² Biennium for which the low-producing program was identified on a system's or institution's Legislative Appropriation Request (LAR). Accessed at <http://www.lbb.state.tx.us/>, March 2019. "NR" means the program was not reported on the LAR; "—" means that reporting was not yet required. If not closed, consolidated, or improved, all programs must be identified on the 2020 LAR by their systems or institutions.

List of Low-Producing Programs <i>Three Years in a Row</i> and Recommended for Closure or Consolidation <i>Continued</i>			Review Year				
			17	18	19		
Institution	Program		Graduates Over Five-Year Periods			THECB Report Year	LAR
Non-System – Universities							
Midwestern State University	Humanities	BA	13	10	9	2019	–
Midwestern State University	Global Studies	BA	23	22	22	2019	–
Midwestern State University	Political Science	MA	13	13	13	2019	–
Non-System – Universities							
Stephen F. Austin State University	Forestry	PHD	9	7	8	2017	2020-21
Stephen F. Austin State University	School Mathematics Teaching	MS	5	5	8	2017	2020-21
Stephen F. Austin State University	Philosophy	BA	16	17	15	2019	–
Stephen F. Austin State University	Chemistry	BS	20	20	22	2017	2020-21
Stephen F. Austin State University	Economics	BA	11	12	12	2017	2020-21
Texas Southern University	Spanish	BA	22	21	19	2017	2020-21
Texas Southern University	Art	BA	21	20	13	2017	2020-21
Texas Woman's University	Family and Consumer Sciences	BS	23	18	19	2019	–
Texas Woman's University	Medical Technology	BS	6	7	12	2017	NR
Texas A&M University System							
Prairie View A&M University	Clinical Adolescent Psychology	PHD	9	9	5	2017	2020-21
Tarleton State University	Environmental Science	MS	10	12	12	2017	2020-21
Tarleton State University	History	MA	14	13	8	2019	–
Texas A&M International University	Bilingual Education	MS	9	6	2	2019	–
Texas A&M University	Veterinary Public Health - Epidemiology	MS	11	11	13	2019	–
Texas A&M University-Corpus Christi	History	MA	13	14	13	2019	–
Texas A&M University-Kingsville	Music Education	MM	4	6	10	2017	2020-21
Texas A&M University-Texarkana	Adult and Higher Education	MS	11	14	14	2019	–
West Texas A&M University	Art	BA BS	20	18	18	2017	2020-21
West Texas A&M University	Studio Art	MFA	10	11	11	2017	2020-21

List of Low Producing Programs <i>Three Years in a Row</i>			Review Year				
			AY 17	AY 18	AY 19		
Institution	Program		Graduates Over Five Year Periods			THECB	LAR
Texas State University System							
Lamar State College-Port Arthur	Mental and Social Health Services and Allied Professions	AAS	8	11	18	2017	2020-21
Lamar State College-Port Arthur	Accounting and Related Services	AAS	14	16	23	2017	2020-21
Lamar University	Environmental Studies	MS	10	7	4	2017	2020-21
Lamar University	General Business-Advertising	BBA	11	14	13	2017	2020-21
Lamar University	General Business-Retail Merchandising	BBA	1	1	3	2017	2020-21
Lamar University	Biochemistry	BA	7	7	10	2019	–
Lamar University	Forensic Chemistry	BS	8	6	4	2019	–
Lamar University	Music-Music Business	BA	0	0	0	2019	–
Lamar University	History	MA	8	6	10	2017	2020-21
Sam Houston State University	Family and Consumer Sciences	MS	9	11	9	2017	2020-21
Sam Houston State University	Composite Science	BS	0	0	0	2017	2020-21
Sam Houston State University	Philosophy	BA	23	23	22	2019	–
Sam Houston State University	Psychology	MA	2	1	6	2019	–
Sul Ross State University	Computer Science	BS	9	14	22	2017	2020-21
Sul Ross State University	Industrial Technology	BS	7	3	5	2017	2020-21
Sul Ross State University	Spanish	BA	10	8	8	2017	2020-21
Sul Ross State University	Theatre	BFA	14	17	15	2017	2020-21
Sul Ross State University	Biology	MS	14	13	13	2019	–
Sul Ross State University	Mathematics	BS	17	16	10	2017	2020-21
Sul Ross State University	Chemistry	BS	2	1	1	2017	2020-21
Sul Ross State University	Geology	MS	10	10	12	2017	2020-21
Sul Ross State University	Psychology	MA	1	0	0	2017	2020-21
Sul Ross State University	Social Science	BA	6	7	3	2017	2020-21
Sul Ross State University	Political Science	BA	9	7	6	2017	2020-21
Sul Ross State University	Political Science	MA	2	3	2	2017	2020-21
Sul Ross State University	Art	BFA	11	10	11	2017	2020-21
Sul Ross State University	Art	MA	5	5	6	2017	2020-21
Sul Ross State University	Music	BM BA	11	11	13	2017	2020-21

List of Low Producing Programs <i>Three Years in a Row</i>			Review Year				
			AY 17	AY 18	AY 19		
Institution	Program		Graduates Over Five Year Periods			THECB	LAR
Texas State University System							
Sul Ross State University Rio Grande College	Reading Specialist	MED	5	1	3	2017	2020-21
Sul Ross State University Rio Grande College	Biology	BS	21	20	19	2019	–
Sul Ross State University Rio Grande College	Mathematics	BS	21	17	17	2019	–
Sul Ross State University Rio Grande College	Social Science	BA	20	22	18	2017	2020-21
Texas Tech University System							
Texas Tech University	Land Use Planning, Management, and Design	PHD	5	4	4	2017	2020-21
Texas Tech University	Microbiology	MS	11	9	8	2017	2020-21
Texas Tech University	Interdisciplinary Arts Studies	BA	0	0	0	2019	–
The University of Texas System							
The University of Texas at Arlington	Geoinformatics	BS	5	7	6	2019	–
The University of Texas at Austin	Architectural History	MA	7	7	3	2017	2020-21
The University of Texas at Austin	Latin American Studies	PHD	4	4	4	2017	2020-21
The University of Texas at Austin	German, Scandinavian, and Dutch Studies	BA	4	4	5	2017	2020-21
The University of Texas at Austin	Italian Studies	BA	23	19	20	2017	2020-21
The University of Texas at Austin	Architecture	PHD	7	8	9	2019	–
The University of Texas at Austin	Islamic Studies	BA	10	11	11	2017	NR
The University of Texas at Austin	Jewish Studies	BA	7	8	6	2017	2020-21
The University of Texas at Austin	Dance	MFA	4	1	1	2017	2020-21
The University of Texas at Austin	Music Composition	BM	9	8	10	2017	2020-21
The University of Texas at Austin	Jazz	BM	17	17	22	2017	2020-21
The University of Texas at Dallas	Bioinformatics and Computational Biology	MS	8	10	8	2017	2020-21
The University of Texas at El Paso	Chicano Studies	BA	23	20	19	2017	2020-21
The University of Texas at El Paso	Education	MA	7	7	7	2017	NR
The University of Texas at El Paso	Geophysics	BS	7	5	3	2019	–
The University of Texas at San Antonio	Neurobiology	PHD	9	8	7	2019	–
The University of Texas at San Antonio	Anthropology	PHD	7	7	7	2019	–

List of Low Producing Programs <i>Three Years in a Row</i> <i>Continued</i>			Review Year				
			AY 17	AY 18	AY 19		
Institution	Program		Graduates Over Five Year Periods			THECB	LAR
The University of Texas System							
The University of Texas Health Science Center at Houston joint with The University of Texas M.D. Anderson Cancer Center	Biomedical Sciences-Quantitative Sciences ³	PHD	0	0	0	–	–
The University of Texas Health Science Center at San Antonio	Personalized Molecular Medicine	MS	2	2	1	2019	–
The University of Texas Health Science Center at San Antonio	Medical Health Physics	MS	13	10	8	2019	–
The University of Texas Medical Branch at Galveston	Medical Science Research	MMS	10	9	9	2017	2020-21
The University of Texas of the Permian Basin	Information Systems	BS	19	22	22	2017	2020-21
The University of Texas of the Permian Basin	Biology	MS	12	8	8	2019	–
The University of Texas of the Permian Basin	Leadership Studies	BA	14	11	6	2017	2020-21
University of Houston System							
University of Houston	Space Architecture	MS	8	3	2	2019	–
University of Houston	Engineering Management	MEMGMT MS	6	1	0	2017	2020-21
University of Houston	Italian Studies	BA	12	11	14	2019	–
University of North Texas System							
University of North Texas	Behavioral Sciences	PHD	8	7	8	2017	2020-21

³ Past reporting caused the actual number of graduates not to be reflected accurately in the data base of program graduates. The program is not recommended for consolidation or closure.

Committee on Academic and Workforce Success

AGENDA ITEM X-F

Consideration of adopting the Committee's recommendation to the Board relating to the guidelines for the 2019 Texas Higher Education Star Awards

RECOMMENDATION: Adoption

Background Information:

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (THECB) in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*. The Board approved continuing the program at its quarterly meeting in April 2016, with revised guidelines to reflect the goals of the current long-range higher education plan, *60x30TX*— Educated Population, Completion, Marketable Skills, and Manageable Student Debt. Finalists are recommended by a THECB staff review panel, and winners are selected by a review committee consisting of board members of the THECB, out-of-state higher education experts, and Texas community leaders. Representatives of institutions, organizations, and groups from all over Texas have been recognized for their efforts to develop and implement the state's most successful programs, projects, activities, and partnerships.

The THECB received 36 nominations and 26 applications for the 2018 Star Award. As part of the 2018 Texas Higher Education Leadership Conference held Nov. 29-30, the Board recognized five finalists and presented one Star Award for the following program:

- Houston Community College – HCC's Weekend College: A Template for Degree Completion for Working Adults

Given the success of the Star Award program, staff recommends continuing the Star Award Program with some revised guidelines to encourage the submission of high-quality applications that showcase more of the great contributions being made across Texas to achieve the goals and targets of *60x30TX*. Staff recommends the following changes for the 2019 Star Award program:

Revisions to Categories and Criteria

1. Combining the categories "Groups and Organizations in Texas" and "Partnerships" for the Star Award into one "Texas Groups, Organizations, or Partnerships" category.
2. Reducing the number of potential finalists annually from an unlimited number of finalists, regardless of Star Award category, to "up to eight (8) finalists, to include at least one (1) finalist from each of the following categories of applicants:
 - a. Programs, projects, and activities at Texas four-year institutions of higher education;

- b. Programs, projects, and activities at Texas two-year institutions of higher education; and
 - c. Texas groups; organizations; or partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations."
3. Revising the criteria for the 2019 Star Award to include the provision that programs/projects/activities and groups/organizations/partnerships must have been in operation for at least two years.

Additions to "Groups Sent Announcement" List

1. Revising the Call for Star Award Nominations (Call) to include sending the announcement and Call to the 20 Education Service Centers in Texas.
2. Revising the Call for Star Award Nominations to include sending invitations and the Call from the Commissioner of Higher Education to:
 - a. The president of each public and independent institution of higher education in Texas to encourage each president's nomination of at least one program, project, or activity at the institution; and
 - b. The lead member of each of the 10 advisory committees for the *60x30TX* Regional Targets to encourage each advisory committee's nomination of at least one group/organization/partnership within the region.

Revisions to Winners

1. Reducing the number of potential winners annually from "a maximum of seven" to "a maximum of three."
2. To clarify, specifying that although the Internal Staff Review Panel's list of recommended Star Award finalists must include at least one finalist from each category of applicant, the External Review Panel does not have to pick a winner from each category.

Additions to Application Process and Guidelines

1. In addition to being included on the application form, incorporating into Step Four of the *2019 Application Process and Guidelines* the provision that before an application is considered by the THECB, the application must be authorized by the institution's chief executive officer as appropriate (i.e., president, chancellor, superintendent, principal, or CEO) through his or her signature.
2. In addition to sending to Star Award nominees as part of Star Award application instructions, revising and including the "Tip Sheet: What Makes a Good Star Award Application?" as "Appendix A" in the *2019 Application Process and Guidelines*.
3. To further assist Star Award nominees in preparing their Star Award applications, revising and including the 2019 Star Award Application Review Form as "Appendix B" in the *2019 Application Process and Guidelines*.
4. Including in the *2019 Application Process and Guidelines* the THECB's practice of featuring the year's Star Award winners in the annual *60x30TX Progress Report* and *Texas Public Higher Education Almanac*.
5. Updating the dates in timeline for the Texas Higher Education Star Award program for 2019.

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

**TEXAS HIGHER EDUCATION STAR AWARD
FOR HELPING TO ACHIEVE THE GOALS OF 60x30TX
2019 APPLICATION PROCESS AND GUIDELINES**

Purpose

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (Coordinating Board or THECB) in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*. The state's current long-range higher education plan, *60x30TX*, adopted by the board of the THECB in July 2015, builds on the success of *Closing the Gaps* and is designed to establish a globally competitive workforce in Texas by 2030.

The board of the THECB approved continuing the Star Award program at its quarterly meeting in April 2016, with revised guidelines to recognize exceptional contributions toward meeting one or more of the goals of *60x30TX*— Educated Population, Completion, Marketable Skills, and Manageable Student Debt. Finalists are recommended by a THECB staff review panel, and winners are selected by a review committee consisting of board members of the THECB, out-of-state higher education experts, and Texas community leaders. Recipients receive a custom-designed award and public recognition for their efforts in the fall at the annual Texas Higher Education Leadership Conference. A maximum of three awards are presented annually. The year's Star Award winners are featured in the THECB's annual *60x30TX Progress Report* and *Texas Public Higher Education Almanac* as applicable.

Changes for the 2019 Star Award Program

Revisions to Categories and Criteria

1. The categories "Groups and Organizations in Texas" and "Partnerships" for the Star Award have been combined into one "Texas Groups, Organizations, or Partnerships" category.
2. The number of potential finalists annually has been reduced from an unlimited number of finalists, regardless of Star Award category, to "up to eight (8) finalists, to include at least one (1) finalist from each of the following categories of applicants:
 - a. Programs, projects, and activities at Texas four-year institutions of higher education;
 - b. Programs, projects, and activities at Texas two-year institutions of higher education; and
 - c. Texas groups; organizations; or partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations."
3. The criteria for the 2019 Star Award have been revised to include the provision that programs/projects/activities and groups/organizations/partnerships must have been in operation for at least two years.

Additions to "Groups Sent Announcement" List

1. The Call for Star Award Nominations (Call) has been revised to include sending the announcement and Call to the 20 Education Service Centers in Texas.
2. The Call for Star Award Nominations has been revised to include sending invitations and the Call from the Commissioner of Higher Education to:
 - a. The president of each public and independent institution of higher education in Texas to encourage each president's nomination of at least one program, project, or activity at the institution; and
 - b. The lead member of each of the 10 advisory committees for the *60x30TX* Regional Targets to encourage each advisory committee's nomination of at least one group/organization/partnership within the region.

Revisions to Winners

1. The number of potential winners annually has been reduced from “a maximum of seven” to “a maximum of three.”
2. To clarify, although the Internal Staff Review Panel’s list of recommended Star Award finalists must include at least one finalist from each category of applicant, the External Review Panel does not have to pick a winner from each category.

Additions to Application Process and Guidelines

1. In addition to being included on the application form, the following provision has been incorporated into Step Four of the *2019 Application Process and Guidelines*: Before an application is considered by the THECB, it must be authorized by the institution’s chief executive officer as appropriate (i.e., president, chancellor, superintendent, principal, or CEO) through his or her signature.
2. In addition to being sent to Star Award nominees as part of Star Award application instructions, the “Tip Sheet: What Makes a Good Star Award Application?” has been revised and included as “Appendix A” in the *2019 Application Process and Guidelines*.
3. To further assist Star Award nominees in preparing their Star Award applications, the 2019 Star Award Application Review Form has been revised and included as “Appendix B” in the *2019 Application Process and Guidelines*.
4. The THECB’s practice of featuring the year’s Star Award winner(s) in the annual *60x30TX Progress Report* and *Texas Public Higher Education Almanac*, as applicable, has been included in the *2019 Application Process and Guidelines*.
5. The timeline for the Texas Higher Education Star Award program has been updated for 2019.

Categories for the 2019 Star Award

1. Programs, projects, and activities at Texas four-year institutions of higher education.
2. Programs, projects, and activities at Texas two-year institutions of higher education.
3. Texas groups; organizations; or partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations.

Eligibility for the 2019 Star Award

1. Programs, projects, and activities at Texas four-year institutions of higher education that are helping to meet one or more of the goals of *60x30TX*, including those at:
 - a. Public and independent four-year colleges and universities;
 - b. Public and independent health science centers; and
 - c. Career colleges and schools that offer bachelor’s, master’s, or doctoral degrees.
2. Programs, projects, and activities at Texas two-year institutions of higher education that are helping to meet one or more of the goals of *60x30TX*, including those at:
 - a. Public and independent two-year community colleges;
 - b. Public and independent two-year technical and state colleges; and
 - c. Career colleges and schools that offer certificates or degrees up to the associate level.
3. Texas groups, organizations, or partnerships in Texas that are helping to meet one or more of the goals of *60x30TX*, including:
 - a. Businesses;
 - b. Community organizations; and

- c. Partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations.

Criteria for the 2019 Star Award

Programs/projects/activities and groups/organizations/partnerships must:

1. Have been in operation for at least two years;
2. Clearly demonstrate within the application successful outcomes in one or more of the following areas: (a) the educational attainment of the state's 25- to 34-year-old population; (b) student completion of a certificate or degree; (c) the number of programs with identified marketable skills; or (d) the implementation of programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages;
3. Clearly demonstrate within the application successful outcomes using benchmarks and other comparison data that allow progress to be monitored and evaluated, and that clearly demonstrate that the successful outcomes are attributable to the program/project/activity or group/organization/partnership; and
4. Clearly demonstrate an efficient cost/benefit ratio per student for the purpose of potential replication by others.

Review Process

Step One – Announcement and Call for Star Award Nominations

1. The 2019 Star Award program will be announced by May 6, 2019.
2. THECB staff will send the general announcement and Call for Star Award Nominations to the following groups:
 - a. Public and independent institutions of higher education (chancellors and presidents; chief academic officers; instructional officers; institutional research directors; deans of education; workforce deans; technical deans; registrars; reporting officials; continuing education officers; public relations officers; community, state, and technical college liaisons; and universities and health-related institutions institutional liaisons);
 - b. Degree-granting career colleges and schools (presidents and executive officers);
 - c. The 20 Education Service Centers in Texas for distribution to their school districts;
 - d. Local government and business organizations (African American Chambers of Commerce of Texas, Texas Association of Business, Texas Regional Council of Governments, County Judges and Commissioners Association of Texas, Texas High School Project, Texas Association of Mexican-American Chambers of Commerce, Texas Municipal League, and Texas City Management Association); and
 - e. Chambers of Commerce of Texas' larger cities.
3. The Commissioner of Higher Education will send invitations and the Call for Star Award Nominations to:
 - a. The president of each public and independent institution of higher education in Texas to encourage each president's nomination of at least one program, project, or activity at the institution; and
 - b. The lead member of each of the 10 advisory committees for the 60x30TX Regional Targets to encourage each advisory committee's nomination of at least one group/organization/partnership within the region.

Step Two – Nominations

To be considered for the 2019 Star Award, completed nominations (including self-nominations) must be received electronically by the THECB by June 10, 2019 at 5:00 p.m. Nominations [maximum three (3) pages, including cover sheet] must be submitted electronically as a pdf file via email to: StarAward@thecb.state.tx.us.

Step Three – Notifications to Nominees

THECB staff will notify Star Award nominees that they have been nominated and that a formal application must be received by the THECB for the nominee to be considered for a Star Award.

Step Four – Applications for Star Award

A formal application form must be completed by (or for) each nominee for the Star Award and must be authorized for consideration by the THECB by the institution's chief executive officer as appropriate (i.e., president, chancellor, superintendent, principal, or CEO) through his or her signature. To be considered for the 2019 Star Award, completed applications must be received electronically by the THECB by July 15, 2019 at 5:00 p.m. Applications [maximum thirteen (13) pages, including cover sheet and at least one letter of recommendation] must be submitted electronically as a pdf file via email to the following address: StarAward@thecb.state.tx.us.

Step Five – Internal Staff Review Panel Reviews All Applications

A THECB Internal Staff Review Panel, consisting of Coordinating Board staff leaders, will review all applications to determine if the requested information is complete and adheres to application requirements. The Internal Staff Review Panel will forward a list of up to eight (8) recommended finalists to the Commissioner of Higher Education based on criteria established for the 2019 Star Award. The recommended finalists will include at least one (1) finalist from each of the following categories of applicants:

1. Programs, projects, and activities at Texas four-year institutions of higher education.
2. Programs, projects, and activities at Texas two-year institutions of higher education.
3. Texas groups; organizations; or partnerships among higher education institutions, public/private schools/districts, businesses, or community organizations.

The Commissioner will recommend up to eight (8) finalists to the Chair of the Coordinating Board. The Commissioner and the Chair of the Coordinating Board will make actual finalist determinations.

Step Six – External Committee Reviews All Finalists' Applications

An External Review Panel, consisting of three board members of the THECB, three Texas business and community leaders, and three out-of-state higher education experts, will review the applications of the finalists and determine which of these finalists will be honored with the Star Award based on criteria established for the 2019 Star Award. The External Review Panel will agree by consensus on up to three (3) winners. Although the Internal Staff Review Panel's list of recommended Star Award finalists must include at least one finalist from each category of applicant, the External Review Panel does not have to pick a winner from each category.

Step Seven – Notification to Finalists

THECB staff will notify finalists on or about September 25, 2019. Finalists will be invited to attend a special ceremony during which they will be honored and Star Award winners announced.

Step Eight – Awards Presentation

The 2019 Star Awards will be presented at the THECB's annual Texas Higher Education Leadership Conference, on a date still to be determined.

Timeline for the 2019 Texas Higher Education Star Award Program	
Dates in 2019	What Occurs
May 3	<ul style="list-style-type: none"> Nomination forms and supporting materials are posted to the THECB's website.
May 6 – May 8	<ul style="list-style-type: none"> The 2019 Star Award program is announced. The Call for Star Award Nominations is sent to specified groups. Invitations and the Call for Star Award nominations are sent from the Commissioner of Higher Education to institutions' presidents and the lead members of each of the 10 advisory committees for the 60x30TX Regional Targets.
June 10	<ul style="list-style-type: none"> Nomination deadline
June 14	<ul style="list-style-type: none"> Nominees notified
July 15	<ul style="list-style-type: none"> Application deadline
July 19 (on or about)	<ul style="list-style-type: none"> Internal Staff Review Panel Planning Meeting
July 19 – August 2	<ul style="list-style-type: none"> Internal Staff Review Panel reviews all applications.
August 2 (on or about)	<ul style="list-style-type: none"> Internal Staff Review Panel evaluations are due. Internal Staff Review Panel Meeting
August 9	<ul style="list-style-type: none"> Internal Staff Review Panel recommends up to eight (8) finalists to the Commissioner of Higher Education.
August 9 – August 16	<ul style="list-style-type: none"> The Commissioner recommends up to eight (8) finalists to the Chair of the Coordinating Board; actual finalists are determined.
August 19	<ul style="list-style-type: none"> Finalists' applications are sent to the members of the External Review Committee.
August 19 – September 9	<ul style="list-style-type: none"> External Review Committee reviews all finalists' applications.
September 9	<ul style="list-style-type: none"> External Review Committee evaluations are due.
Week of September 16	<ul style="list-style-type: none"> External Review Committee holds telephone conference on a date to be determined.
September 25 (on or about)	<ul style="list-style-type: none"> Finalists are notified and invited to attend the Texas Higher Education Star Awards Ceremony.
Fall 2019 (date to be determined)	<ul style="list-style-type: none"> 2019 Star Awards are presented at the Texas Higher Education Leadership Conference.

APPENDIX A

TIP SHEET

What makes a good Star Award application?

To assist Star Award nominees in preparing their Star Award applications, the Coordinating Board staff provides the following tips:

TIP 1: Addressing the Goals of 60x30TX

Reviewers evaluate applications solely on the *content of the application*. Because application reviewers may not be familiar with a program/project/activity or organization/group/partnership, the narrative description should be clearly articulated. Cutting and pasting from promotional brochures may not adequately convey how a candidate helps address the goals of the long-range Texas higher education plan, 60x30TX. Also, inaccurate grammar, incorrect punctuation, and the use of acronyms should be avoided so that application reviewers will be better able to read and understand the narrative description.

Applicants should clearly address *one or more goals, or a specific target within a goal*, as identified in 60x30TX. Rather than describing in broad terms a general collection of efforts that contribute to meeting 60x30TX goals/targets, applicants are encouraged to focus on the primary goal or target of a particular program/project/activity or organization/group/partnership.

- **Educated Population Goal.** Program/project/activity or organization/group/partnership that helps to increase the postsecondary educational attainment level of the state's 25- to 34-year-old population.
- **Completion Goal.** Program/project/activity or organization/group/partnership that helps to increase the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.
- **Marketable Skills Goal.** Program/project/activity or organization/group/partnership that helps to increasing the number of programs with identified marketable skills at Texas public institutions of higher education.
- **Student Debt Goal.** Program/project/activity or organization/group/partnership that implements programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

TIP 2: Including Outcomes Data

Application reviewers need **straightforward evidence** that the goal/target of 60x30TX is being addressed by the program/project/activity or organization/group/partnership. **Insufficient evidence of positive outcomes is the single most common reason that applicants are not recommended as finalists.** So, *clearly detailed historical outcome evidence* attributable to the program/project/activity or organization/group/partnership is needed. The presentation of outcomes data should show evidence of serving a large number of students who might otherwise not be served, or that the impact is beyond a single program, institution, or geographic area. When providing outcomes data, both *numbers and percentages* should be provided. Data should be specific and constitute appropriate evidence of the goal or target identified.

TIP 3: Providing Evidence of an Efficient Cost/Benefit Ratio

One of the primary interests of the Coordinating Board is to enable the replication of successful programs/projects/activities or represent an increase in the involvement of the organizations/groups/partnerships that will help address the goals/targets of *60x30TX*. This is possible only if the cost/benefit ratio per student is known. Application reviewers need evidence that the program/project/activity or involvement by the organization/group or partnership is *cost efficient*. While there is no formal definition of "cost efficiency" for purposes of a Star Award application, as an "optimum," the application should provide evidence of cost per student, and evidence that the cost/benefit ratio is worth the investment.

TIP 4: Showing Improvement and Excellence

Benchmark data should illustrate the *value added* by the program/project/activity or involvement by the organization/group/partners. Ideally, data should show a comparison of outcomes for participants versus non-participants for each year since the implementation of the program/project/activity or involvement by the organization/group/partners, versus outcomes prior to implementation/involvement (or data should provide information on what was happening before implementation/involvement). General statements such as "the retention rate for this program is above the state and national average for similar programs" should be avoided. Rather, the specific state and national averages should be stated, with data provided on how the program/project/activity (or involvement by the organization/group/partners) helps exceed those averages.

As noted in Tip 1, one of the criteria upon which applications are evaluated is whether the program/project/activity or organization/group/partnership is "exemplary" when compared to similar programs or peers. Reviewers are asked to consider excellence in terms of whether the program/project/activity or involvement by the organization/group/partners is either a new, groundbreaking kind of activity; or that creative strategies are being used to accomplish goals; or that the program/project/activity or organization/group/partnership is doing things in a way that makes the program/project/activity or involvement by the organization/group/partners more effective or successful than similar such activities, groups, or partnerships in the state. So, if what is being done isn't necessarily "groundbreaking," the application should include information about the way in which things are done that makes the program/project/activity or organization/group/partnership particularly effective, successful, and special.

TIP 5: Recognizing an Organization/Group

If an application is to recognize the *contributions of an organization or group*, data should illustrate how the organization/group has been focused on helping to meet one or more of the goals/targets of *60x30TX*. Organization/group contributions should exceed typical job responsibilities demonstrating value added that is "above and beyond."

TIP 6: Recognizing a Partnership

If the application is to recognize the *contributions of a partnership*, data should illustrate how the partnership has been focused on helping to meet one or more of the goals/targets of *60x30TX*. Partners and their respective roles in the program/project/activity should be identified. What makes this partnership exceptionally successful should be described.

TIP 7: Contacting Previous Star Award Finalists/Winners

For additional information, applicants may wish to contact previous Star Award winners (available online at: <http://www.thecb.state.tx.us/starawards>).

APPENDIX B**REVIEWER EVALUATION FORM FOR 2019 STAR AWARD APPLICATIONS***Applicant Category:***Name of Applicant's Institution:** __________ *Program, Project, Activity – Two-Year Institution***Name of Program/Project/Activity/:** _____**Group/Organization/Partnership**_____ *Program, Project, Activity – Four-Year Institution***Reviewer's Name:** __________ *Group/Organization/Partnership***FINAL SCORE (maximum 55 points):** _____**I. GENERAL ELIGIBILITY FOR THE 2019 STAR AWARD****A.** The candidate contributes to the following 60x30TX goals:

_____ Educated Population _____ Completion _____ Marketable Skills _____ Manageable Student Debt

B. The candidate strengthens an institution; benefits students; and/or describes a group, organization, or partnership that clearly contributes to achieving one or more of the goals and targets established in 60x30TX:

_____ Strengthens an institution _____ Benefits students _____ Group/Organization/Partnership

C. The program/project/activity or group/organization/partnership has been focused on helping to meet the goals of 60x30TX for at least two years. _____ Yes _____ No**Notes:** _____

II. EVIDENCE OF SUCCESSFUL OUTCOMES**A.** The candidate clearly contributes to the 60x30TX goal(s) identified. Data are provided that clearly demonstrate successful outcomes in the areas of educated population, completion, marketable skills, or manageable student debt that are attributable to the candidate.

Small contribution:

Strongly contributes:

Score:

1 to 5 _____

or

6 to 10 _____

Notes: _____

- B. Data clearly demonstrate progress attributable to the candidate. The candidate serves a large number of students who might otherwise not be served or has an impact beyond a single program, institution, or geographic area.

Little evidence of success; small contribution:

Score:

1 to 5 _____

or

Clear, well-detailed history of successful outcomes; strongly contributes:

6 to 10 _____

Notes: _____

II. EFFICIENT COST/BENEFIT RATIO

The candidate demonstrates an efficient cost/benefit ratio per student for purposes of being replicable. The overall cost would allow replication at peer institutions at a reasonable cost per student.

Not particularly cost efficient:

Score:

1 to 7 _____

or

Cost efficient and replicable:

8 to 15 _____

Notes: _____

IV. IMPROVEMENT AND EXCELLENCE

- A. Benchmark data demonstrate the value added by the candidate that can be monitored and evaluated. Data provide information on what was happening before compared to what is happening now due to the candidate. (Or, data provide a comparison between program participants and non-participants, those served and those not served.) Outcomes go beyond what normally would be expected for a similar program/project/activity or group/organization/partnership.

Few documented outcomes/benchmarks; little value added:

Score:

1 to 5 _____

or

Demonstrated outcomes/benchmarks; good or excellent value added:

6 to 10 _____

Notes: _____

- B. The candidate described is truly exemplary. It is a new, groundbreaking type of activity; if not new, it is innovative – creative strategies are used to accomplish goals. If neither new nor innovative, there is an indication that the candidate is doing things in a way that makes it more effective or successful than similar programs/projects/activities or groups/organizations/partnerships elsewhere in the state.

Common practice; not innovative or very successful:

Score:

1 to 5 _____

or

Exemplary; innovative, effective/successful:

6 to 10 _____

Notes: _____

AGENDA ITEM X-G

Consideration of adopting the Committee's recommendation to the Board relating to the approval of funding to develop online higher education professional development modules

Total Project Cost: up to \$200,000
Source of Funds: A.1.1. Strategy, College Readiness and Success
Authority: Texas Education Code, Section 61.0762(a)(5)
Programs to Enhance Student Success

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to award up to \$200,000 to the Texas OnCourse program at The University of Texas at Austin (UT-Austin) to fund the development, adaptation, and dissemination of professional development modules for higher education institutions and their students.

Background Information:

The 84th Texas Legislature, Regular Session, enacted House Bill 18, which aims to improve the college and career advising available to middle and high school students. The University of Texas at Austin was charged to collaborate with the Texas Education Agency, Texas Workforce Commission, and the THECB to develop Texas OnCourse, a postsecondary and career counseling academy. Texas OnCourse provides free, online resources for parents, students, and educators to assist in planning for life after high school. Currently over 900 Texas school districts make use of these resources.

Texas OnCourse modules, either in development or already available online, provide information, training, and game modules to support decision-making regarding financial aid and the costs of higher education, career planning and preparation, and in other areas that affect college and career success. Due to the current reach and utility of the online modules offered through Texas OnCourse, THECB staff proposes to contract with UT-Austin to adapt and develop several modules to support students who have enrolled in higher education.

Modules to be adapted or developed for a postsecondary audience may include:

1. College cost, budgeting, responsible borrowing, and understanding financial aid;
2. Career exploration and learning experience;
3. Postsecondary advising of highly mobile students; and
4. Identifying and defining marketable skills.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

AGENDA ITEM X-H

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.

Argosy University, Dallas, Texas

At the October 2018 Board meeting, staff presented the teach-out and subsequent expected closure date of August 31, 2019 for Argosy University-Dallas, 5001 Lyndon B. Johnson Freeway, Dallas TX 75244, and its additional learning site, Argosy University-Dallas Kindred Healthcare, 9525 Greenville Avenue, Dallas TX 75243. The campus had ceased enrollments as of June 29, 2018. On March 8, 2019, the campus abruptly ceased operating after the US Department of Education placed the Argosy University system on Heightened Cash Monitoring 2 for lacking administrative financial responsibility in handling Title IV funds. The closure of the Argosy University system affected 14 on-ground students in Dallas and about 500 Texas-residing online students.

Prior to the closure, Coordinating Board staff had already taken steps to aid Texas students. In December 2018, staff was notified by the US Department of Education of Dream Center Education Holding's (DCEH) attempt to sell postsecondary schools owned by DCEH, including Argosy University, due to financial issues. Staff immediately requested copies of all Texas student transcripts in the event of a closure. The THECB received the requested transcripts, and the THECB's Division of Information Solutions and Services (ISS) is working to bring those transcripts into the new student records repository.

Staff also created a resources webpage for Texas students displaced by the sudden closure. A link is posted on the THECB's main webpage and is being updated daily as staff continue to work with Texas public and private institutions to provide students with educational options. Information on the resources webpage includes schools which have self-identified comparable programs; information for transcript requests; financial aid links; accreditor links to Argosy specific pages; and links to US Department of Education financial aid webinars. Staff is continuing to work at providing relevant information to affected students.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM X-I

Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved Communications Field of Study

RECOMMENDATION: Approval

Background Information:

The Communications Field of Study (FOS) Advisory Committee was 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 Communications degree program into which a student transfers. Students completing a Communications FOS receive full academic credit toward the degree program for the block of courses transferred.

The committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Communications FOS Curriculum.

Recommendations of the 2019 Communications FOS Advisory Committee

The committee recommends adoption of the 2019 FOS curriculum. The FOS for Communications shall consist of 12 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1 shows the curriculum the committee proposes for Coordinating Board approval.

Table 1. Proposed 2019 Communications Field of Study Curriculum

Course Title	Course Number	SCH
Introduction to Speech Communication	SPCH 1311	3
Public Speaking	SPCH 1315	3
Interpersonal Communication	SPCH 1318	3
Business & Professional Communication	SPCH 1321	3
TOTAL		12

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on September 17, 2018. The 30-day comment period ended on October 17, 2018. The following comments were received and reviewed by the committee.

Institutional representatives had no issues with the proposed FOS or said that the FOS courses will have satisfactory course equivalents in their existing curriculum.

COMMENTS: Houston Community College and San Jacinto College stated that there should be no issues transferring the courses in the proposed FOS.

COMMITTEE RESPONSE: No response needed.

Institutional representatives recommended additional courses for the FOS.

COMMENTS: The University of Texas at Austin (UT-Austin) recommended a new course, Introduction to Communication Leadership, in order to make the FOS compatible with UT-Austin's curriculum. UT-Austin also recommended a new course in Speech in American Culture. Tarrant County College (Tarrant) said that there should be more course options available, particularly at the 2000 level, and they recommended a new course in Communication Theory. Tarrant recommended adding a course, Oral Interpretation of Literature (SPCH 2341), as an option in the FOS. Tarrant and Texas A&M University (TAMU) recommended adding courses in Argumentation and Debate (SPCH 2335) and Discussion and Small Group Communication (SPCH 2333). TAMU recommended new courses in Interviewing and Communication Technology Skills. TAMU, The University of Texas of the Permian Basin (UT-Permian Basin) and University of North Texas (UNT) recommended adding courses in Technical and/or Business Writing.

COMMITTEE RESPONSE: The committee felt that the existing courses in the *Lower-Division Academic Course Guide Manual* (ACGM) are sufficient and necessary, and they would create the fewest problems in transfer for the majority of Texas universities. The committee discussed the length of the proposed FOS and felt that it was sufficient to prepare students for upper-division coursework while still leaving room for universities to keep their upper-division requirements. The committee discussed Speech in American Culture, Interviewing, Communication in the Technical Professions, Communication Technology Skills, and Communication Theory courses, and it determined that these are specialized courses that are not widely required or are upper-division courses. The committee extensively discussed Small Group Communication and Argumentation and Debate, and they concluded that these courses are not widely required in Communications programs, and key course content is already included in the proposed FOS courses. **The committee made no changes to the proposed FOS.**

Institutional representatives recommended deleting or replacing courses in the FOS.

COMMENTS: UT-Austin stated that the proposed FOS does not align with the foundational courses in their lower-division curriculum. They recommended deleting Public Speaking (SPCH 1315) so the FOS would not contain two introductory courses.

COMMITTEE RESPONSE: The committee determined that Public Speaking is widely required and accepted for transfer at public universities and offers necessary content. **The committee made no changes to the proposed FOS.**

Institutional representatives expressed concern about how the proposed FOS will align with their degree programs.

COMMENTS: UNT, UT-Austin, UT-Permian Basin, and TAMU stated that the proposed FOS does not align with their Communications curricula.

COMMITTEE RESPONSE: The committee confirmed that the proposed FOS is not intended to apply to programs in Journalism, Mass Communication, or Advertising/Public Relations. The committee discussed the current lower-division requirements at universities across the state and feels that the proposed FOS balances the courses frequently offered at Texas universities with room for electives and a full range of upper-division level program requirements. **The committee made no changes to the proposed FOS.**

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM X-J

Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Board-approved History Field of Study

RECOMMENDATION: Approval

Background Information:

The History Field of Study (FOS) Advisory Committee was 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 History degree program into which a student transfers. Students completing a History FOS receive full academic credit toward the degree program for the block of courses transferred.

The committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the History FOS Curriculum.

Recommendations of the 2019 History FOS Advisory Committee

The committee recommends adoption of the 2019 FOS curriculum. There are two tracks: Academic and Teacher Certification. The Academic Track shall consist of 12 lower-division semester credit hours (SCH), and the Teacher Certification Track shall consist of 21 SCH, and both are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Tables 1 and 2 show the curricula the committee proposes for Coordinating Board approval.

Table 1. Proposed 2019 History Field of Study Curriculum: Academic Track

Course Title	Course Number	SCH
United States History I	HIST 1301	3
United States History II	HIST 1302	3
Choose two of the following eight courses: I. Texas History II. Western Civilization I III. Western Civilization II IV. World Civilizations I V. World Civilizations II VI. Mexican American History I (to the United States-Mexico War Era) VII. Mexican American History II (from the United States-Mexico War Era) VIII. African American History	I. HIST 2301 II. HIST 2311 III. HIST 2312 IV. HIST 2321 V. HIST 2322 VI. HIST 2327 VII. HIST 2328 VIII. HIST 2381	6
TOTAL		12

Table 2. Proposed 2019 History Field of Study Curriculum: Teacher Certification Track

Course Title	Course Number	SCH
Introduction to the Teaching Profession	EDUC 1301	3
Introduction to Special Populations	EDUC 2301	3
United States History I	HIST 1301	3
United States History II	HIST 1302	3
Texas History	HIST 2301	3
World Civilizations I	HIST 2321	3
World Civilizations II	HIST 2322	3
TOTAL		21

Two versions of the proposed FOS were distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons. The first version was sent out on April 16, 2018, and the 30-day comment period ended on May 16, 2018. The public comments received included recommendations on including Mexican American History and Texas History in the Teacher Certification Track, adding a Historical Methods course, requiring either

Western or World Civilizations courses, and other requests to add additional courses or options. The committee met for a second time on January 7, 2019, and on the basis of the public comments received and input from a subcommittee formed to advise on teacher certification issues, made a revision to the proposed Teacher Certification Track to include Texas History (HIST 2301). After a meeting of the Multidisciplinary Studies FOS Advisory Committee on January 14-15, 2019, the History FOS Advisory Committee also decided to add the Introduction to the Teaching Profession (EDUC 1301) and Introduction to Special Populations (EDUC 2301) courses to the proposed Teacher Certification Track in order to bring the Teaching Certification track in line with other subject-specific teaching FOS forthcoming from the Multidisciplinary Studies committee.

The second version of the proposed FOS was sent out on January 11, 2019, and the 30-day comment period ended on February 10, 2019. The comments were received and reviewed by the committee.

Institutional representatives recommended adding additional courses or requirements to the FOS.

COMMENTS: Texas A&M University-Central Texas recommended an additional Texas History course in the Teacher Certification Track. Del Mar College recommended adding an Academic Cooperative course. The University of Texas at Dallas, The University of Texas at El Paso, University of North Texas, and Texas State University recommended requiring Western or World Civilizations rather than a menu of options in the Academic Track. Del Mar recommended requiring Western or World Civilizations rather than having them as options in the Academic track. The University of Texas at Dallas recommended the addition of another Humanities course and regional historical survey courses to the options in the Academic Track. Lone Star College recommended a course in Advanced Historical Analysis.

COMMITTEE RESPONSE: The committee considered every History course in the *Lower-Division Academic Course Guide Manual* and decided that the proposed selection of courses best prepares students for success in upper-division courses while filling the appropriate number of semester credit hours in the lower-division degree plan. The committee decided that a range of options provides flexibility for students and institutions without overly reducing options for electives and upper-division program requirements. **The committee made no changes to the proposed FOS.**

Institutional representatives and members of the public recommended adding Mexican American History options or requirements in the FOS.

COMMENTS: Del Mar recommended allowing Mexican American History I and II as options in place of US History I and II. Marshall High School, Edgewood ISD, Bonham Academy, The University of Texas at San Antonio, The University of Texas Rio Grande Valley, and six Texas residents recommended allowing Mexican American History I and II to serve as options instead of World Civilizations in the Teacher Certification Track. Lonestar College, University of California-Los Angeles, Houston ISD, Houston Community College, and 14 Texas residents supported the general inclusion of Mexican American History in the Teacher Certification Track, arguing for the growing importance and

popularity of Mexican American History in Texas schools in light of demographic trends. Representatives also stated that Mexican American History prepares students for a range of topics in the certification exam.

COMMITTEE RESPONSE: The committee convened a subcommittee of 22 faculty members from across the state with expertise in teaching History in secondary schools and knowledge of the Texas teaching certification exam. The subcommittee met on November 2, 2018 and made a recommendation to the committee for a Teacher Certification track that includes Mexican American History I and II as alternatives to US History I and II. After extended serious discussion of the subcommittee's recommendations and the public comments, the committee decided that US History is essential for all History majors, and Mexican American History can continue to be taught at the upper division or as an elective. The committee decided that the two required US History courses best prepare students in the Teacher Certification Track for the range of US History topics in the state teaching certification exam, including Colonial and early American history. **The committee made no changes to the proposed FOS.**

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM X-K (1)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of members to the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting the appointment of one member for the Apply Texas Advisory Committee (ATAC). In accordance with THECB Rules, Chapter 1, Subchapter F, Rule 1.128, the ATAC provides the Board with advice and recommendations regarding the common admission applications and the Apply Texas System.

The ATAC is composed of individuals representing two-year, four-year, and private institutions. The committee discusses and votes on changes that may be needed to the common admission application for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation in and access to higher education. This committee may meet up to four times annually as needed to recommend to the Coordinating Board appropriate changes to the common admission application and the Apply Texas System.

One ATAC member with one to two years of service left on the appointment term has resigned their position on the committee. The nominee will replace this member. The nominee is from the same institution as the former committee member. All members of the ATAC have admission and/or enrollment experience.

The nominee's current position and highest degree awarded:

Rebecca Griffith, Director of Admissions and Records, Tarrant County College
Master of Education in Educational Technology Leadership, Lamar University

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

AGENDA ITEM X-K (2)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Graduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting the appointment of a new member to the Graduate Education Advisory Committee (GEAC) to fill a vacant position. The term ends August 31, 2020.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter N, Section 1.178, GEAC has been created to provide the Board with advice and recommendations regarding graduate education. The GEAC was established in 2005 as a committee comprised of faculty and administrators from the state's public and private universities and health-related institutions. The members are appointed for three-year staggered terms. The committee meets at least twice a year.

The nominee's current position and highest degree awarded:

Claire Peel, Senior Vice Provost for Academic & Faculty Affairs, University of North Texas Health Science Center
PhD in Exercise Science and Cardiopulmonary Rehabilitation, University of Iowa

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM X-K (3)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff is requesting a member appointment for the Learning Technology Advisory Committee (LTAC) to replace one member with one to two years of service left on the appointment term. The nominee is from the same institution as the former committee member and would complete a term on August 31, 2020.

In accordance with Coordinating Board Rules, Chapter 1, Subchapter N, Section 1.135, LTAC was created to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and computer-assisted instruction at Texas public, private, and independent institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year.

The nominee's current position and highest degree awarded:

Daniel Gonzalez, Jr., Director of Distance Education, Alvin Community College
MEd in Instructional Design and Technology, Texas Tech University

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

AGENDA ITEM X-K (4)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Health Services Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of new members to the Health Services 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 Health Services degree program into which the student transfers. Students completing the Health Services 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, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Health Services FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current positions and highest degrees awarded:

Vanessa Coonrod, Assistant Professor, Del Mar College-West Campus
MA in Health Administration, University of Phoenix

Veronica Dominguez, Instructor, El Paso Community College-Rio Grande Campus
MEd in Education, The University of Texas at El Paso

Kristi Kleinig, Instructor, Kilgore College
MEd in Curriculum and Instruction, The University of Texas at Tyler

Nina Maniotis, Program Director, Weatherford College
MA in History, The University of Texas at Arlington

Don Martin, Dean, El Centro College
MEd Curriculum and Instruction Design, The University of Texas at Brownsville

Alexander Okwonna, Dean, San Jacinto College-South Campus
PharmD, Texas Southern University

Michele Voight, Program Director, Houston Community College
PhD in Health Sciences, University of Indianapolis

Four-year institution nominees' current positions and highest degrees awarded:

David Falleur, Associate Professor, Texas State University
MEd in Education, University of Florida

Jimi Francis, Assistant Professor, The University of Texas at Tyler
PhD in Nutrition, University of California-Davis

Peter Hu, Dean, The University of Texas M.D. Anderson Cancer Center
PhD in Healthcare Administration and Molecular Genetics, Trident University
International

LeAnne Hutson, Assistant Professor, Tarleton State University
PhD in Educational Leadership and Policy, The University of Texas at Arlington

Rhonda Rahn, Clinical Assistant Professor, Texas A&M University
PhD in Health Education, Texas A&M University

Mary Jean Sparks, Associate Professor, Texas A&M University-Corpus Christi
PhD in Molecular Biology, Texas Woman's University

Lorraine Torres, Program Director, The University of Texas at El Paso
EdD in Educational Leadership, University of Phoenix

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce,
will present this item and be available to answer questions.

AGENDA ITEM X-K (5)

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Natural Resources Conservation & Research Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of new members to the Natural Resources Conservation & Research 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 Natural Resources Conservation & Research degree program into which the student transfers. Students completing the Natural Resources Conservation & Research 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, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Natural Resources Conservation & Research FOS Curriculum as determined by the Board. The committee members serve staggered terms of up to three years.

Two-year institution nominees' current positions and highest degrees awarded:

Carmen Nava-Fischer, Associate Professor, St. Philip's College-MLK Campus
PhD in Oceanography, Chemistry, and Bio-Chemistry, University of California-San Diego

Mark Shepherd, Department Chair, Austin Community College
PhD in Toxicology, Environmental Health, and Occupational Health, University of Nebraska Medical Center

Bradley Turner, Associate Professor, McLennan Community College
MS in Environmental Science, Mississippi State University

Scott Walker, Professor, Northwest Vista College
PhD in Science Education, Curtin University

Christopher Wild, Department Chair, San Jacinto College-South Campus
PhD in Pharmacology and Toxicology, The University of Texas Medical Branch

Karen Yip, Professor, Houston Community College
PhD in Geological Sciences, University of California-Santa Barbara

Four-year institution nominees' current positions and highest degrees awarded:

Christian Brannstrom, Professor, Texas A&M University
PhD in Geography, University of Wisconsin-Madison

Robert Cox, Associate Professor, Texas Tech University
PhD in Botany, University of California-Riverside

Wesley Highfield, Associate Professor, Texas A&M University-Galveston
PhD in Urban and Regional Sciences, Texas A&M University

Lucina Kuusisto, Assistant Professor, Texas A&M University-Commerce
PhD in Earth & Environmental Sciences, The University of Texas at Arlington

Philip Lavretsky, Assistant Professor, The University of Texas at El Paso
PhD in Environmental Sciences, Wright State University

Andrew Sansom, Executive Director, Meadows Center, Texas State University
PhD in Geographic Education, Texas State University

Wayne Schwertner, Associate Professor, Tarleton State University
PhD in Wildlife and Fisheries Science, Texas A&M University

Kim Withers, Assistant Professor, Texas A&M University-Corpus Christi
PhD in Wildlife and Fisheries Science, Texas A&M University

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce,
will present this item and be available to answer questions.

AGENDA ITEM X-L (1)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.8 of Board rules concerning expert witnesses

RECOMMENDATION: Approval

Background Information:

The intent of the proposed amendments to Board rules is to update existing rules to align with current statute regarding expert witnesses. The supporting section of the Texas Education Code, 61.0815, was repealed effective September 1, 2011.

Dr. Rex C. Peebles, 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*: January 9, 2019

Date published in the *Texas Register*: January 25, 2019

The 30-day comment period with the Texas Register ended on: February 25, 2019

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel



Date:

4/4/19

Chapter 4 – Rules Applying to All Public Institutions of Higher Education in Texas
Subchapter A – General Provisions

- 4.1 Purpose
- 4.2 Authority
- 4.3 Definitions
- 4.4 Student Absences on Religious Holy Days
- 4.5 Dual Credit Requirements
- 4.6 Common Calendar
- 4.7 Student Transcripts
- 4.8 Expert Witnesses
- 4.9 Excused Absence for a Person Called to Active Military Service
- 4.10 Limitations on the Number of Courses That May Be Dropped under Certain Circumstances By Undergraduate Students
- 4.11 Common Admission Application Forms
- 4.12 Tracking Participation of Students with Intellectual and Developmental Disabilities (IDD)

4.1 – 4.7 No Changes.

~~[4.8 — Expert Witnesses]~~

~~[(a) Under Texas Education Code, §61.0815, the president of an institution of higher education shall file a written report with the Board regarding members of the faculty or professional staff who received compensation for serving as consulting or testifying expert witnesses during the prior fiscal year in lawsuits in which the state is a party.]~~

~~[(b) The report shall be filed with the Board no later than September 30 of each year and shall contain:]~~

~~[(1) the number of hours spent by faculty or professional staff members serving as consulting or testifying expert witnesses during the prior fiscal year;]~~

~~[(2) the names of the parties, cause number and county where the cause is filed, for each case in which qualifying expert witness services was rendered; and]~~

~~[(3) the outcome of the case, including the amount of:]~~

~~[(A) any judgment entered against the state;]~~

~~[(B) any prejudgment or postjudgment interest awarded against the state; and]~~

~~[(C) any attorney's fees of another party ordered to be paid by the state.]~~

~~[(c) The information regarding the number of hours spent by faculty or staff serving as consulting or testifying expert witnesses shall be reported to the Board in the aggregate without identifying specific individuals.]~~

~~[(d) In the event an institution cannot provide the information specified in subsection (b) of this section, the Texas Attorney General's Office shall be requested to provide the information to the Board.]~~

4.8 [4.9] Excused Absence for a Person Called to Active Military Service

(a) Upon notice from a student required to participate in active military service, an institution shall excuse a student from attending classes or engaging in other required activities, including examinations.

(b) A student shall not be penalized for an absence which is excused under this subsection and shall be allowed to complete an assignment or take an examination from which the student is excused within a reasonable time after the absence.

(c) Each institution shall adopt a policy under this subsection which includes:

(1) the retention of a student's course work completed during the portion of the course prior to the student being called to active military service;

(2) the course syllabus or other instructional plan, so that the student will be able to complete the course without prejudice and under the same course requirements that were in effect when the student enrolled in the course;

(3) a definition of a reasonable time after the absence for the completion of assignments and examinations;

(4) procedures for failure of a student to satisfactorily complete the assignment or examination within a reasonable time after the absence; and

(5) an institutional dispute resolution process regarding the policy.

(d) The maximum period for which a student may be excused under this section shall be no more than 25% (twenty-five percent) of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service.

(e) Institutions are directed to develop and publish policies and procedures to ensure that students enrolled in distance learning, self-paced, correspondence, and other asynchronous courses receive equivalent consideration for the purposes of determining acceptable duration of excused absences and time limits for the completion of course work following an excused absence under this section.

4.9 [4.10] Limitations on the Number of Courses That May Be Dropped under Certain Circumstances By Undergraduate Students

(a) Beginning with the fall 2007 academic term, and applying to students who enroll in higher education for the first time during the fall 2007 academic term or any term subsequent to the fall 2007 term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless:

(1) the institution has adopted a policy under which the maximum number of courses a student is permitted to drop is less than six; or

(2) the student shows good cause for dropping more than that number, including but not limited to a showing of:

(A) a severe illness or other debilitating condition that affects the student's ability to satisfactorily complete the course;

(B) the student's responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student's ability to satisfactorily complete the course;

(C) the death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's death is considered to be a showing of good cause;

(D) the active duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's active military service is considered to be a showing of good cause;

(E) the change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course; or

(F) other good cause as determined by the institution of higher education.

(3) the enrollment is for a student who qualifies for a seventh course enrollment, who:

(A) has reenrolled at the institution following a break in enrollment from the institution or another institution of higher education covering at least the 24-month period preceding the first class day of the initial semester or other academic term of the student's reenrollment; and

(B) successfully completed at least 50 semester credit hours of course work at an institution of higher education that are not exempt from the limitation on formula funding set out in §13.104 (1) - (6) of this title (relating to Exemptions for Excess Hours) before that break in enrollment.

(b) For purposes of this section, a "member of the student's family" is defined to be the student's spouse, child, grandchild, father, mother, brother, sister, grandmother, grandfather, aunt, uncle, nephew, niece, first cousin, step-parent, step-child, or step-sibling; a "person who is otherwise considered to have a sufficiently close relationship to the student" is defined to include any other relative within the third degree of consanguinity, plus close friends, including but not limited to roommates, housemates, classmates, or other persons identified by the student, for approval by the institution on a case-by-case basis.

(c) For purposes of this section, a "grade" is defined to be the indicator, usually a letter like A, B, C, D, or F, or P (for pass) assigned upon the student's completion of a course. A "grade" indicates either that the student has earned and will be awarded credit, if the student has completed the course requirements successfully; or that the student remained enrolled in the course until the completion of the term or semester but failed to provide satisfactory performance required to be awarded credit. A "grade" under this definition does not include

symbols to indicate that the course has been left incomplete, whether those symbols indicate a negotiated temporary suspension of the end-of-term deadline for completion of the course requirements commonly designated as "incomplete" status, a dropped course under the conditions designated for this section, or a withdrawal from the institution.

(d) Each institution of higher education shall adopt a policy and procedure for determining a showing of good cause as specified in subsection (a) of this section and shall provide a copy of the policy to the Coordinating Board.

(e) Each institution of higher education shall publish the policy adopted under this section in its catalogue and other print and Internet-based publications as appropriate for the timely notification of students.

4.10 [4.11] Common Admission Application Forms

(a) Definitions. The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Apply Texas Advisory Committee--An advisory committee composed of representatives of general academic teaching institutions, community college districts, public state colleges, and public technical institutes, authorized by Texas Education Code, §51.762 and established in accordance with Board rules, Chapter 1, Subchapter G, §§1.128 - 1.134 of this title (relating to Apply Texas Advisory Committee), to provide the Texas Higher Education Coordinating Board assistance in developing and implementing admissions application forms and procedures.

(2) Apply Texas System--The state's system for applying for admission to Texas public institutions of higher education. The System includes an access portal for completing application forms; help desks to provide users assistance; and a portal through which Texas high school counselors access status data regarding student progress in applying for admission to and financial aid for college.

(b) Acceptance of Admission Applications.

(1) Public community colleges, public state colleges, and public technical institutes shall accept freshman and undergraduate transfer applications submitted using the Board's electronic common admission application forms.

(2) General academic teaching institutions shall accept freshman and undergraduate transfer applications submitted using either the Board's electronic or printed forms.

(c) Application Forms. Adjustments to Paper Forms. When sending a printed common application form to a student with or without other materials, an institution shall not alter the form in any way and shall include instructions for completing the form, general application information, and instructions for accessing a list of deadlines for all institutions.

(d) Outreach to Public High Schools.

(1) The Coordinating Board shall seek advice and recommendation(s) from high school counselors representative of diverse Texas public school districts regarding the common application and the Apply Texas System.

(2) The Coordinating Board shall ensure that copies of the freshman common admission application forms and information for their use are available to appropriate personnel at each Texas public high school. The Coordinating Board will work with institutions and high schools to ensure that all high schools have access to either the printed or electronic common application forms.

(e) Data to be Collected.

(1) Common application forms are to include questions needed for determining an applicant's residence status with regard to higher education and other information the Board considers appropriate.

(2) Each general academic teaching institution, public community college, public state college, and public technical institute shall collect information regarding gender, race/ethnicity, and date of birth as part of the application process and report this information to the Coordinating Board. Common application forms do not have to be the source of those data.

(3) Institutions of higher education may require an applicant to submit additional information within a reasonable time after the institution has received a common application form.

(f) Publicity. The Board shall publicize in both electronic and printed formats the availability of the common admission forms.

(g) Subcontract for Technical Support. The Coordinating Board shall enter into a contract with a public institution of higher education to maintain the electronic common application system for use by the public in applying for admission to participating institutions and for distribution of the electronic application to the participating institutions designated by the applicant.

(h) Costs.

(1) Participating institutions may charge a reasonable fee for the filing of a common application form.

(2) Operating costs of the system will be paid for by all institutions required to use the common application plus independent and health-related institutions that contract to use the electronic application.

(3) Each participating institution shall pay a portion of the cost based on the percentage of its enrollment compared to the total enrollment of all participating institutions based on the certified enrollment data of the most recent fall semester. The Coordinating Board will monitor the cost of the system and notify the institutions on an annual basis of their share of the cost. Billings for the services for the coming year will be calculated and sent to the institutions by September 1 of each fiscal year and payments must be received no later than December 1 of each fiscal year.

(4) The Coordinating Board shall send participating institutions reminders of payment amounts and the due date. Institutions failing to pay their share of the cost by the due date may be denied access to in-coming application data until such time that payments are received.

4.11 [4.12] Tracking Participation of Students with Intellectual and Developmental Disabilities (IDD)

(a) For the purpose of this rule, Intellectual and Developmental Disability (IDD) will be defined as a neurodevelopmental disorder that must meet the following criteria:

(1) Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgement, academic learning, and learning from experience.

(2) Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living, across multiple environments, such as home, school, work and community.

(3) Paragraphs (1) and (2) of this subsection may occur after the developmental period (such as in the case of a traumatic brain injury).

(4) Students with IDD may include those diagnosed with an Autism Spectrum Disorder.

(b) For the purpose of this rule, "postsecondary transitional program or postsecondary program for students with IDD" will be defined as a degree, certificate or non-degree program for students with IDD that is offered by an institution of higher education. These programs are designed to support students with IDD who want to continue academic, career, and independent living instruction following completion of secondary education.

(c) The Coordinating Board may collect, as part of its ongoing regular data collection process, information about students with IDD for the purpose of analyzing factors affecting the college participation and outcomes of persons with IDD at public institutions of higher education. Institutions may only report students who have been identified through self-identification and/or documented receipt of special services. Students who do not self-identify will not be reflected in the data. Institutions may, but are not required to, collect consent forms regarding reporting of the data outlined in subsection (d) of this section from students who have self-identified with an IDD. In the case where a student has an appointed legal guardian, the guardian will act on behalf of the student for the purposes of this rule.

(d) All public institutions of higher education shall provide to the Coordinating Board data (as specified in subsection (e) of this section) regarding the enrollment of individuals with IDD in their undergraduate, graduate and technical continuing education programs. Data about these students' participation in postsecondary transitional programs or postsecondary programs for students with IDD will also be collected, but student-level data will not be collected for students enrolled in these programs unless they are also enrolled in credit-bearing college-level coursework or technical continuing education. Institutions of higher education and the Coordinating Board shall follow all federal privacy requirements under the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) when collecting and reporting data for the purposes of this rule.

(e) Two additional items will be added to the CBM Student Reports (CBM001, CBM00A, and CBM0E1) for the purposes of this ongoing study. The definitions in subsection (a) and (b) of this section will apply to the data collection for these items.

(1) An item with three options in which the student is reported as:

(A) not identified as having an IDD;

(B) identified as having an IDD;

(C) identified as having an autism spectrum developmental disorder but not an intellectual disability.

(2) An item with three options indicating if:

(A) the student never participated in a postsecondary transitional program or postsecondary program for students with IDD;

(B) the student participated in a postsecondary transitional program or postsecondary program for students with IDD;

(C) it is unknown if the student ever participated in a postsecondary transitional program or postsecondary program for students with IDD.

(f) Access to the identifiers above in the CBM Student Report which indicate if an enrolled student has an IDD as defined will not be made available to the Education Research Centers, established under Texas Education Code §1.005, as part of regular data requests unless this information is specified and approved by the advisory board established under Texas Education Code §1.006 as relating to the research study proposed.

AGENDA ITEM X-L (2)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter B, Sections 4.32 and 4.33 of Board rules concerning students enrolled at more than one institution, and the review schedules for Field of Study curricula

RECOMMENDATION: Approval

Background Information:

Section 4.32(d) of Board rules states that students who are enrolled in more than one institution of higher education shall follow the Field of Study (FOS) curriculum requirements at the institution where a student is a degree-seeking student. However, because a FOS is the same for all public institutions of higher education, section 4.32(d) is unnecessary. Section 4.32(d) is proposed for repeal.

The proposed amendments eliminate a contradiction in the two sections about the scheduling of compliance reports. Section 4.32(f) required a report every ten years, and Section 4.33 required a report every five years. Section 4.32(f) is proposed for repeal, and Section 4.33 is clarified to state that the compliance report shall follow the same schedule as accreditation reports. Section 4.33(c) is added to establish a review schedule for updating existing FOS.

Dr. Rex C. Peebles, 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*: January 9, 2019

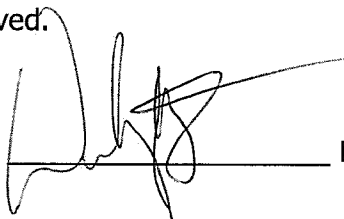
Date published in the *Texas Register*: January 25, 2019

The 30-day comment period with the Texas Register ended on: February 25, 2019

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel



Date: 4/5/2019

Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas
Subchapter B, Transfer of Credit, Core Curriculum and Field of Study Curricula

- §4.21 Purpose
- §4.22 Authority
- §4.23 Definitions
- §4.24 General Provisions
- §4.25 Requirements and Limitations
- §4.26 Penalty for Noncompliance with Transfer Rules
- §4.27 Resolution of Transfer Disputes for Lower-Division Courses
- §4.28 Core Curriculum
- §4.29 Core Curricula Larger than 42 Semester Credit Hours
- §4.30 Institutional Assessment and Reporting
- §4.31 Implementation and Revision of Core Curricula
- §4.32 Field of Study Curricula
- §4.33 Criteria for Evaluation of Field of Study Curricula
- §4.34 Revision of Existing Approved Field of Study Curricula
- §4.35 Texas Common Course Numbering System
- §4.36 Undergraduate Academic Certificate

§4.21 No changes

§4.22 No changes

§4.23 No changes

§4.24 No changes

§4.25 No changes

§4.26 No changes

§4.27 No changes

§4.28 No changes

§4.29 No changes

§4.30 No changes

§4.31 No changes

§4.32 Field of Study Curricula

(a) In accordance with Texas Education Code, §61.823, the Board approves field of study curricula for certain fields of study/academic disciplines. Field of study curricula shall be developed with the assistance of advisory committees whose membership includes at least a majority of members who are teaching faculty (as defined by §4.23(8) of this title, relating to

Definitions for Core Curriculum and Field of Study Curricula) within the field of study under consideration.

(b) If a student successfully completes a field of study curriculum developed by the Board, that block of courses must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the degree program for the field of study into which the student transfers, and the student must receive full academic credit toward the degree program for the block of courses transferred.

(c) A student who transfers from one institution of higher education to another without completing the field of study curriculum of the sending institution must receive academic credit in the field of study curriculum of the receiving institution for each of the courses that the student has successfully completed in the field of study curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy the remaining course requirements in the field of study curriculum of the receiving institution, or to complete additional requirements in the receiving institution's program, as long as those requirements do not duplicate course content already completed through the field of study curriculum.

~~[(d) A student concurrently enrolled at more than one institution of higher education shall follow the field of study curriculum requirements of the institution at which the student is classified as a degree-seeking student.]~~

~~(d)~~ [(e)] Each institution must note field of study curriculum courses on student transcripts as recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO).

~~[(f) Each institution must review and evaluate its procedures for complying with field of study curricula at intervals specified by the Board and shall report the results of that review to the Board. These reports shall be submitted following the same timetable as the regular reports of core curriculum evaluations.]~~

§4.33 Criteria for Evaluation of Field of Study Curricula

(a) Every five years, following the same timetable as the regular accreditation reports sent to the Southern Association of Colleges and Schools Commission on Colleges or its successor, each public institution of higher education shall review and evaluate its policies and practices regarding the acceptance and application of credit earned as part of a Board-approved field of study curriculum, and reports the results of that evaluation to the Board. The evaluation should include:

- (1) the extent to which the institution's compliance with the acceptance of transfer credit through field of study curricula is being achieved;
- (2) the extent to which the institution's application to the appropriate degree program of credit earned as part of a Board-approved field of study curriculum facilitates academic success;
- (3) the effectiveness of field of study curricula in the retention and graduation of transfer students in those degree programs that have Board-approved field of study curricula.

- (b) Each institution's evaluation report must contain at least the following:
- (1) a listing of the institution's degree programs that have Board-approved field of study curricula;
 - (2) a description of the institution's policies and practices regarding applicable Board-approved field of study curricula, including admission-point evaluation of transfer credit, advising practices (including catalogue and website information on existing field of study curricula and advising/counseling practices for enrolled students), and transcripting practices to show field of study participation and completion;
 - (3) a chart or table showing the number of total transfer students for each degree program that has a Board-approved field of study curriculum, for each of the last five years; the chart should indicate year-by-year the percentage of students who transferred having completed the applicable field of study curriculum, the percentage of students who transferred without having completed the applicable field of study curriculum, and any information about progress toward graduation or graduation rates that can compare transfer student performance with non-transfer student performance during the evaluation period.

(c) Advisory committees will review existing field of study curricula every five years from their date of Board approval. Field of study curricula may be reviewed more frequently if issues warrant, including but not limited to discipline changes of subject matter content, emerging and/or changing technologies or business/industry standards, changes in credentialing and/licensure requirements, or changes in programmatic accreditation.

§4.34 No changes

§4.35 No changes

§4.36 No changes

AGENDA ITEM X-L (3)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.84 and 4.85 of Board rules concerning institutional agreements, and dual credit requirements

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules align the rule requirements for the content and structure of dual credit institutional agreements with amendments to Texas Education Code, Section 28.009 from the passage of HB 1638, 85th Texas Legislature, Regular Session. The components of any institutional dual credit agreement established or renewed between an institution of higher education and school district as a result of HB 1638 were included in Texas Administrative Code, Section 4.84. The amendments also specify the required dual credit enrollment eligibility scores on the English II and Algebra I State of Texas Assessment of Academic Readiness End-of-Course (STAAR EOC) exams as 4000. Language was also added specifying that a dual credit class which combines college credit and high school credit-only students may only be allowed when the creation of a high school credit-only class is not financially viable for the high school.

Dr. Rex C. Peebles, 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*: January 9, 2019.

Date Published in the *Texas Register*: January 25, 2019.

The 30-day comment period with the *Texas Register* ended on: February 25, 2019.

Summary of comments received:

Cypress Ridge High School submitted a comment on February 11, 2019 by the Associate Principal and on March 8, 2019, after the comment period ended, by the Principal.

Comment: Cypress Ridge High School comments expressed concerns about their perceived impact resulting from the proposed changes to Section 4.85 (d), which states:

(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), exceptions for a mixed class that combines college credit and high school credit-only students [, which would also include 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.

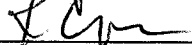
(3) If the course is a career and technical/college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

Cypress Ridge High School's Principal and Associate Principal commented that they perceived the rule change would prohibit the school from combining College Board Advanced Placement (AP) and dual credit students in the same class. They indicated that this would cause challenges in the creation of the school's master schedule.

Staff Response: Staff disagree with the Cypress Ridge High School regarding the impact the rule change would have on the ability for the school to combine AP and dual credit students. The rule change adds a condition that the high school may only combine college credit and high school credit-only students when the creation of a high school credit-only class is not financially viable for the high school. When this condition is met, the proposed rule continues to allow the high school to combine AP or International Baccalaureate students with college credit students.

No changes were made as a result of the two comments.

Legal Review:

Approved by the Office of General Counsel  Date: 4/5/19

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 – 4.83 No Changes.

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~~[The]~~ dual credit agreement~~[partnership]~~ 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, 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, 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;

(3) describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;

(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

(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 Section 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.

(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 §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~~[Level 2 final recommended score, as defined by the Texas Education Agency (TEA),]~~ 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~~[Level 2 final recommended score, as defined by TEA,]~~ on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

~~[(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or]~~

~~(ii)~~~~[(iii)]~~ 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)~~~~[(iv)]~~ 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~~[Level 2 final recommended score, as defined by the Texas Education Agency (TEA),]~~ 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 [Level 2 final recommended score, as defined by the Texas Education Agency (TEA),] on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

~~[(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or]~~

~~(ii)~~ [(iii)] 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)~~ [(iv)] 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), exceptions for a mixed class that combines college credit and high school credit-only students ~~[, which would also include 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 getting college credit in core 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-L (4)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter G, Sections 4.151-4.153, 4.155-4.158, and 4.160 of Board rules concerning Early College High Schools, and repeal of Sections 4.154, 4.159, and 4.161 of Board rules concerning Early College High Schools

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules align the rules with the addition of Texas Education Code, Chapter 29, Subchapter N, Pathways in Technology Early College High School (P-TECH) Program from the passage of Senate Bill 22, 85th Texas Legislature, Regular Session, and standardize language throughout Chapter 4, Subchapter G. The term "Pathways in Technology Early College High School" and associated statutory citation and definition were added to the relevant sections of the rules. The word acronym C/U was replaced with the word "college" throughout the text of Chapter 4, Subchapter G. The title of the Southern Association of Colleges and Schools Commission on Colleges was correctly cited in the rule text. Also, sections of rules were repealed that are not supported by statute or current practices pertaining to early college high schools by the Texas Higher Education Coordinating Board or Texas Education Agency.

Dr. Rex C. Peebles, 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*: January 9, 2019

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At this time, no comments have been received.

Legal Review:

Approved by the Office of General Counsel KC Date: 4/5/19

Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas
Subchapter G, Early College High Schools

4.151 Purpose

4.152 Authority

4.153 Definitions

~~[4.154 Notification of Institutional Intent to Develop an Early College High School]~~

4.155 Student Eligibility

4.156 Faculty Selection, Supervision, and Evaluation

4.157 Course Curriculum, Instruction, and Grading

4.158 Transcribing of Credit

~~[4.159 Evaluation and Accountability]~~

4.160 Funding

~~[4.161 Exemption from Certain Dual Credit Restrictions]~~

4.151 Purpose

The purpose of this subchapter is to provide oversight by the Board of public colleges or universities engaged in partnerships establishing early college high schools. The rules and regulations for public colleges or universities to engage in dual credit partnerships with secondary schools as provided for in this subchapter pertain only to Early College High Schools and Pathways in Technology Early College High Schools in accordance with §4.153 of this title (relating to Definitions).

4.152 Authority

Texas Education Code, §§29.908, 29.557, 61.076, 130.001(b)(3) - (4), 130.008, and 130.090 provide the Board with the authority to regulate courses and programs offered by public institutions of higher education in cooperation with secondary schools.

4.153 Definitions

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

(1) Assessment--The criterion-referenced assessment instruments adopted by the Board to assess a student's readiness to enroll in college-level coursework or curricula.

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

(3) College~~[Colleges or Universities, or C/U]~~--Texas public two-year colleges or public universities.

(4) Commissioner--The Commissioner of Higher Education.

(5) Early College High School or ECHS--The institution or entity designated by the Texas Education Agency as an Early College High School in accordance with §102.1091 Part 2 of this title (relating to Early College High Schools), that provides the outreach, curricula, and student learning and support programs that enable the participating student to combine high school courses and college-level courses during grade levels 9 through 12 ~~[and]~~ to earn a high school

diploma and [earn] up to 60 semester credit hours toward an associate or baccalaureate degree by the fifth anniversary of the student's first day of high school.

(6) Pathways in Technology Early College High School or P-TECH--The institution or entity designated by the Texas Education Agency as an Pathways in Technology Early College High School in accordance with §102.1095 Part 2 of this title (relating to Pathways in Technology Early College High School), that provides the outreach, curricula, and student learning and support programs that enable the participating student to combine high school courses, college-level courses, and work-based education programs during grade levels 9 through 12 to earn a high school diploma and up to 60 semester credit hours toward an associate or baccalaureate degree by the sixth anniversary of the student's first day of high school.

[4.154 Notification of Institutional Intent to Develop an Early College High School]

~~Texas public colleges and universities (C/U) are eligible to enter into agreements with Texas public schools to create an ECHS. Any C/U that participates in the creation of an ECHS shall notify the Board in accordance with provisions and schedules determined by the Commissioner.]~~

4.155 Student Eligibility

(a) Students participating in an ECHS or P-TECH must meet eligibility requirements ~~[governing dual credit]~~ in accordance with §§4.81 - 4.85 of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges) to enroll in college level courses for dual credit.

(b) A student participating in an ECHS or P-TECH 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 postsecondary 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.

(c)[(b)] An ECHS shall assess each student for readiness to enroll in any academic course, or course contained in a workforce education postsecondary Level 2 certificate or applied associate degree program, ~~[engage in any college-level curriculum offered for college credit]~~ prior to the student's enrollment in the course[such curriculum].

(d)[(e)] For this assessment, an ECHS or P-TECH may use any instrument otherwise approved by the Board for Texas Success Initiative purposes in accordance with §4.54 (relating to Exemptions, Exceptions, and Waivers), §4.56 (relating to Assessment Instrument), and §4.57 (relating to College Ready [and Adult Basic Education (ABE)] Standards) of this title.

~~[(d) After assessment, the ECHS, using guidelines established by the C/U, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.]~~

4.156 Faculty Selection, Supervision, and Evaluation

(a) The college[C/U] shall select instructors of all college-level curricula offered for college credit in an ECHS. These instructors must be regularly employed faculty members of the college[C/U] or meet the same standards, including but not limited to, minimal requirements of

the ~~Southern Association of Colleges and Schools Commission on Colleges~~ [Commission on Colleges of the Southern Association of Colleges and Schools].

(b) The ~~college~~[C/U] shall supervise and evaluate instructors of college-level curricula offered for college credit using the same or comparable procedures used for faculty at the ~~college~~[C/U].

4.157 Course Curriculum, Instruction, and Grading

The ~~college~~[C/U] shall ensure that curricula offered for college credit and comparable courses offered by the ~~college~~[C/U] are equivalent with respect to the curriculum, materials, instructional activity, and method/rigor of evaluation of student performance.

4.158 Transcribing of Credit

The ~~college~~[C/U] shall determine when the college credit for each ECHS or P-TECH student should appear on the ~~college~~[C/U] transcript.

~~[4.159 Evaluation and Accountability]~~

~~Each ECHS and sponsoring C/U shall be responsible for the development and implementation of an evaluation process to determine the effectiveness of the ECHS. Measures of effectiveness shall include, but are not limited to, student results on the K-12 accountability assessments and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point average, retention rates, and graduation rates).]~~

4.160 Funding

(a) State funding for high school and college credit will be available to the public school district and the ~~college~~[C/U] based on the current funding rules of the State Board of Education and the Board.

(b) The ~~college~~[C/U] may claim funding for all ECHS or P-TECH students receiving college credit.

~~[4.161 Exemption from Certain Dual Credit Restrictions]~~

~~(a) Rules governing dual credit in accordance with §§4.81—4.85 of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges) pertain to an ECHS and its participating students.~~

~~(b) An ECHS that has notified the Commissioner in accordance with §4.154 of this title (relating to Notification of Institutional Intent to Develop an Early College High School) may allow its eligible students to enroll in more than two dual credit courses per semester. An ECHS may allow its eligible students to enroll in dual credit coursework with freshman, sophomore, junior, or senior high school standing.~~

~~(c) If the Commissioner of Education denies the application for designation as an ECHS, denies the renewal of designation, or revokes the authorization of an ECHS program in accordance with §102.1091 of this title (relating to Early College High Schools), the exemption outlined in subsection (b) of this section is simultaneously revoked.]~~

AGENDA ITEM X-L (5)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed repeal of Chapter 27, Subchapter A, Sections 27.101 – 27.107 of Board rules concerning the Engineering Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed repeal of Board rules eliminates the Engineering Field of Study Advisory Committee in anticipation of establishing separate advisory committees for the subdisciplines of Civil Engineering, Mechanical Engineering, Chemical Engineering, Electrical Engineering, and other engineering fields.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Date approved by the Commissioner for Publication in the *Texas Register*: January 9, 2019

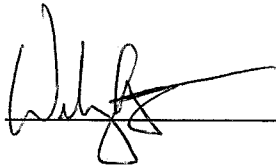
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At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel



Date: 4/5/19

Chapter 27, Fields of Study
Subchapter A, Engineering Field of Study Advisory Committee

- §27.101 Authority and Specific Purposes of the Engineering Field of Study Advisory Committee
- §27.102 Definitions
- §27.103 Committee Membership and Officers
- §27.104 Duration
- §27.105 Meetings
- §27.106 Tasks Assigned to the Committee
- §27.107 Report to the Board; Evaluation of Committee Costs and Effectiveness

~~§27.101 Authority and Specific Purposes of the Engineering Field of Study Advisory Committee~~

~~(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).~~

~~(b) Purpose. The Engineering Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Engineering field of study curricula.~~

~~§27.102 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) Field of Study Curricula—The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Engineering degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.~~

~~—(4) Institutions of Higher Education—As defined in Texas Education Code, §61.003(8).~~

~~§27.103 Committee Membership and Officers~~

~~(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.~~

~~(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.~~

~~(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the~~

~~faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.~~

~~(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.~~

~~(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.~~

~~(f) The number of committee members shall not exceed twenty-four (24).~~

~~(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.~~

~~§27.104 — Duration~~

~~The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.~~

~~§27.105 — 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.~~

~~§27.106 — Tasks Assigned to the Committee~~

~~Tasks assigned to the Committee include:~~

~~—(1) Advise the Board regarding the Engineering Field of Study Curricula;~~

~~—(2) Provide Board staff with feedback about processes and procedures related to the Engineering Field of Study Curricula; and~~

~~—(3) Any other issues related to the Engineering Field of Study Curricula as determined by the Board.~~

~~§27.107 — 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 X-L (6)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter B, Sections 27.123 and 27.124 of Board rules concerning the duration and committee membership terms for the Music Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

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At this time no comments have been received.

Legal Review:

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Date: 4/5/19

Chapter 27, Fields of Study
Subchapter B, Music Field of Study Advisory Committee

- §27.121 Authority and Specific Purposes of the Music Field of Study Advisory Committee
- §27.122 Definitions
- §27.123 Committee Membership and Officers
- §27.124 Duration
- §27.125 Meetings
- §27.126 Tasks Assigned to the Committee
- §27.127 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.121 No changes

§27.122 No changes

§27.123 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to ~~four~~ [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.124 Duration

The Committee shall be abolished no later than January 31, ~~2023~~ [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.125 No changes

§27.126 No changes

§27.127 No changes

AGENDA ITEM X-L (7)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter C, Sections 27.143 and 27.144 of Board rules concerning the duration and committee membership terms for the Nursing Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Date approved by the Commissioner for Publication in the *Texas Register*: January 9, 2019

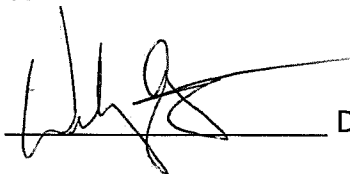
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At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel



Date: 4/5/19

Chapter 27, Fields of Study
Subchapter C, Nursing Field of Study Advisory Committee

- §27.141 Authority and Specific Purposes of the Nursing Field of Study Advisory Committee
- §27.142 Definitions
- §27.143 Committee Membership and Officers
- §27.144 Duration
- §27.145 Meetings
- §27.146 Tasks Assigned to the Committee
- §27.147 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.141 No changes

§27.142 No changes

§27.143 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to ~~four~~ [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.144 Duration

The Committee shall be abolished no later than January 31, ~~2023~~ [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.145 No changes

§27.146 No changes

§27.147 No changes

AGENDA ITEM X-L (8)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter D, Sections 27.163 and 27.164 of Board rules concerning the duration and committee membership terms for the Business Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Date approved by the Commissioner for Publication in the *Texas Register*: January 9, 2019

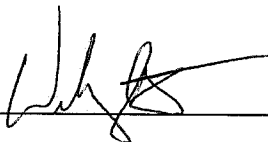
Date published in the *Texas Register*: January 25, 2019

The 30-day comment period with the Texas Register ended on: February 25, 2019

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel



Date: 4/5/19

Chapter 27, Fields of Study
Subchapter D, Business Field of Study Advisory Committee

- §27.161 Authority and Specific Purposes of the Business Field of Study Advisory Committee
- §27.162 Definitions
- §27.163 Committee Membership and Officers
- §27.164 Duration
- §27.165 Meetings
- §27.166 Tasks Assigned to the Committee
- §27.167 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.161 No changes

§27.162 No changes

§27.163 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to ~~four~~ [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.164 Duration

The Committee shall be abolished no later than January 31, ~~2023~~ [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.165 No changes

§27.166 No changes

§27.167 No changes

AGENDA ITEM X-L (9)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter E, Sections 27.183 and 27.184 of Board rules concerning the duration and committee membership terms for the Communications Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Date approved by the Commissioner for Publication in the *Texas Register*: January 9, 2019

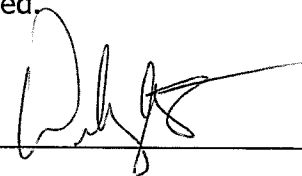
Date published in the *Texas Register*: January 25, 2019

The 30-day comment period with the Texas Register ended on: February 25, 2019

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel



Date: 4/5/19

Chapter 27, Fields of Study
Subchapter E, Communications Field of Study Advisory Committee

§27.181 Authority and Specific Purposes of the Communications Field of Study Advisory Committee

§27.182 Definitions

§27.183 Committee Membership and Officers

§27.184 Duration

§27.185 Meetings

§27.186 Tasks Assigned to the Committee

§27.187 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.181 No changes

§27.182 No changes

§27.183 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to ~~four~~ [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.184 Duration

The Committee shall be abolished no later than January 31, ~~2023~~ [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.185 No changes

§27.186 No changes

§27.187 No changes

AGENDA ITEM X-L (10)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter G, Sections 27.223 and 27.224 of Board rules concerning the duration and committee membership terms for the Mexican American Studies Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

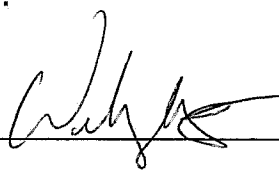
Date approved by the Commissioner for Publication in the *Texas Register*: January 9, 2019

Date published in the *Texas Register*: January 25, 2019

The 30-day comment period with the Texas Register ended on: February 25, 2019

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel  Date: 4/5/19

Chapter 27, Fields of Study
Subchapter G, Mexican American Studies Field of Study Advisory Committee

§27.221 Authority and Specific Purposes of the Mexican American Studies Field of Study Advisory Committee

§27.222 Definitions

§27.223 Committee Membership and Officers

§27.224 Duration

§27.225 Meetings

§27.226 Tasks Assigned to the Committee

§27.227 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.221 No changes

§27.222 No changes

§27.223 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to ~~four~~ [three years]. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.224 Duration

The Committee shall be abolished no later than January 31, ~~2023~~ [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.225 No changes

§27.226 No changes

§27.227 No changes

AGENDA ITEM X-L (11)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 27, Subchapter H, Sections 27.243 and 27.244 of Board rules concerning the duration and committee membership terms for the Architecture Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Board rules renew the committee for another four years and align the membership terms with the projected meeting schedule.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.


Date approved by the Commissioner for Publication in the *Texas Register*: January 9, 2019

Date published in the *Texas Register*: January 25, 2019

The 30-day comment period with the Texas Register ended on: February 25, 2019

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel  Date: 4/5/19

Chapter 27, Fields of Study
Subchapter H, Architecture Field of Study Advisory Committee

- §27.241 Authority and Specific Purposes of the Architecture Field of Study Advisory Committee
- §27.242 Definitions
- §27.243 Committee Membership and Officers
- §27.244 Duration
- §27.245 Meetings
- §27.246 Tasks Assigned to the Committee
- §27.247 Report to the Board; Evaluation of Committee Costs and Effectiveness

§27.241 No changes

§27.242 No changes

§27.243 Committee Membership and Officers

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of Committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to ~~four~~ [three] years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

§27.244 Duration

The Committee shall be abolished no later than January 31, ~~2023~~ [2019] in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

§27.245 No change

§27.246 No change

§27.247 No change

AGENDA ITEM X-L (12)

Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter LL, Sections 27.841 – 27.847 of Board rules concerning the establishment of the Chemistry Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.823, Field of Study Curriculum states:

The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Chemistry Field of Study Advisory Committee. The committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Chemistry degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The committee members will equitably represent institutions of higher education, and a majority of the members will be faculty members. Each university system or institution of higher education which offers an undergraduate Chemistry degree program will be provided the opportunity to nominate an individual to this committee. Tasks assigned to the committee will include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Chemistry Field of Study Curriculum as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Date approved by the Commissioner for Publication in the *Texas Register*: January 9, 2019

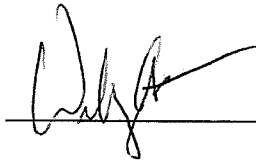
Date published in the *Texas Register*: January 25, 2019

The 30-day comment period with the Texas Register ended on: February 25, 2019

At this time no comments have been received.

Legal Review:

Approved by the Office of General Counsel



Date: 4/5/19

CHAPTER 27. FIELDS OF STUDY
SUBCHAPTER LL. CHEMISTRY FIELD OF STUDY ADVISORY COMMITTEE

27.841 Authority and Specific Purposes of the Chemistry Field of Study Advisory Committee
27.842 Definitions
27.843 Committee Membership and Officers
27.844 Duration
27.845 Meetings
27.846 Tasks Assigned to the Committee
27.847 Report to the Board; Evaluation of Committee Costs and Effectiveness

27.841 Authority and Specific Purposes of the Chemistry Field of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, 61.823(a).

(b) Purpose. The Chemistry Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Chemistry field of study curricula.

27.842 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) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(8).

27.843 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall

consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) 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.

27.844 Duration.

The Committee shall be abolished no later than April 30, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

27.845 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.

27.846 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Chemistry Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Chemistry Field of Study Curricula; and
- (3) Any other issues related to the Chemistry Field of Study Curricula as determined by the Board.

27.847 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 X-M

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 26 new degree and certificate programs; approved 13 institutional requests to phase programs out; issued 9 Certificate of Authorization (new, renewed, revised, or cancelled); and received 8 planning notifications. Detailed information is provided in the tables on the following pages.

Dr. Rex C. Peebles, 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**

December 23, 2018 – March 22, 2019

NEW DEGREE AND CERTIFICATE PROGRAMS

Institution	Degree	Program	Date Approved
Community & Technical Colleges			
Angelina College	AAS	Pharmacy Technology	02-14-2019
Angelina College	AAS	Surgical Technology	01-15-2019
Austin Community College	AAS	Technical Theater	03-06-2019
Del Mar College	AAS	Advanced Technology & Robotics/Mechatronics	01-15-2019
Del Mar College	AAS	Electrical Transmission and Distribution Systems Technology	01-15-2019
El Paso Community College	AAS	Diesel Technology	01-15-2019
Kingwood College	AAS/Level 2 Certificate	Instrumentation Technology	11-30-2018
Tarrant County College-Connect Campus	AAS/Level 1 Certificate	Human Resources Management	03-06-2019
Tarrant County College-Northwest Campus	AAS	Nondestructive Inspection, Testing and Evaluation	03-06-2019
Universities & Health-Related			
Angelo State University	BBA	Economics	3/15/2019
Collin College	BSN	Nursing	3/14/2019
Lamar University	BS	Cybersecurity	1/9/2019
Laredo College	BSN	Nursing	3/14/2019
Tarleton State University	MS	Animal Science	1/16/2019
Tarleton State University	MS	Geoscience	1/16/2019
Texas A&M Univ-Corpus Christi	BS	Healthcare Administration	1/17/2019
Texas State University	MS	Data Analytics and Information Systems	12/23/2018
University of Houston	MS	Management and Leadership	1/14/2019
University of Houston	MS	Business Analytics	1/9/2019
University of North Texas	BS	Data Science	1/18/2019
University of North Texas	BA	Latino Culture, Economy, and Policy	1/18/2019
University of North Texas	MA	Applied Behavior Analysis	3/18/2019
University of North Texas	BS	General Business	3/18/2019
University of Texas at El Paso	MS	Criminology and Criminal Justice	12/23/2018
University of Texas Rio Grande Valley	MS	Bioethics	1/18/2019
University of Texas Rio Grande Valley	MS	Business Analytics	2/25/2019

PHASE-OUT OF PROGRAMS

Institution	Degree	Program	Phase out Date
Community & Technical Colleges			
None			
Universities & Health-Related			
Texas A&M University – Corpus Christi	BSHS	Health Sciences	8/14/2023
Texas Tech University	MS	Zoology	8/31/2019
University of Houston	BA	Interpersonal Communication	9/1/2019
University of Houston	BA	Public Relation	9/1/2019
University of Houston	BA	Organizational/Corporate Communication	9/1/2019
University of Houston	BA	Advertising	9/1/2019
University of Houston	BA	Media Policy/Media Studies	9/1/2019
University of North Texas	MS	Workforce Learning and Performance	12/20/2021
University of North Texas	PHD	Applied Technology and Performance Improvement	12/20/2024
University of Texas at San Antonio	MBA	Information Systems	8/31/2021
University of Texas at San Antonio	MBA	Management of Technology	8/31/2021
University of Texas at San Antonio	MBA	Business Economics	8/31/2021
University of Texas at San Antonio	MBA	Marketing Management	8/31/2021

PLANNING NOTIFICATIONS

Institution	Authority Level	Program	Date Notified
Universities, Health-Related, & Community & Technical Colleges			
DCCCD Brookhaven College	Bachelor	Early Childhood Education and Teaching	3/4/2019
Midwestern State University	Doctorate	Educational Leadership and Administration, General	2/2/2019
Midwestern State University	Doctorate	Educational Leadership and Administration, General	2/2/2019
Texas Tech University	Doctorate	Radiation Biology/Radiobiology	3/13/2019
University of Texas at Dallas	Doctorate	Business Administration and Management, General	3/13/2019
University of Texas Rio Grande Valley	Doctorate	Human/Medical Genetics	3/18/2019
University of Texas Rio Grande Valley	Doctorate	Nursing Practice	3/18/2019
University of Texas Rio Grande Valley	Doctorate	Podiatric Medicine/Podiatry	3/18/2019

CERTIFICATES OF AUTHORIZATION

Non-Public and Out-of-State Institution	Authorization Type	Certificate of Authorization Issue Date
Chamberlain University – San Antonio	Provisional Certificate: Grant bachelor degrees, grant credits toward degrees, and to use certain protected academic terms	12/20/2018
Universidad Ana G. Mendez – Carolina Campus (name change)	Grant bachelor and master degrees, grant credits toward degrees, and to use certain protected academic terms	01/01/2019
Universidad Ana G. Mendez – Cupey Campus (name change)	Grant bachelor and master degrees, grant credits toward degrees, and to use certain protected academic terms	01/01/2019
Universidad Ana G. Mendez – Gurabo Campus (name change)	Grant bachelor and master degrees, grant credits toward degrees, and to use certain protected academic terms	01/01/2019
Vista College El Paso – North Loop	Grant associate degrees, grant credits toward degrees, and to use certain protected academic terms	01/29/2019
Vista College El Paso – Brook Hollow	Grant associate degrees, grant credits toward degrees, and to use certain protected academic terms	01/29/2019
Strayer University – Fort Worth	Grant associate, bachelor and master degrees, grant credits toward degrees, and to use certain protected academic terms	02/07/2019
Texas Health and Science University – Dallas	Provisional Certificate: Grant bachelor and master degrees, grant credits toward degrees, and to use certain protected academic terms	02/08/2019
DeVry University – Illinois	Place students in clinical, internship, and field-based educator training experiences	03/01/2019

AGENDA ITEM XI-A

Committee Chair's Overview

Mr. John Steen, Chair of the Committee on Agency Operations, will provide the Board an overview of the items on the agenda.

AGENDA ITEM XI-B

Public Testimony on 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 XI-C

Update on the Board's budget priorities for the 86th Texas Legislature

RECOMMENDATION: No action required

Background

By the time this agenda item is presented to the Agency Operations Committee, it is expected that both the House and the Senate will have adopted their version of the General Appropriations Act (GAA) for the 2020-21 biennium. The appointment of a conference committee composed of both House and Senate members to consider any differences between the bills will have been established.

Linda Battles, Deputy Commissioner for Agency Operations and Communications/Chief Operating Officer, will provide the Board with the latest update on the Board's budget in the House and Senate appropriations bills.

Agenda Item XI-D

Consideration of adopting the Committee's recommendation to the Board relating to amending the Board Operating Policies and Procedures

RECOMMENDATION: Approval

Background Information:

At the direction of the Agency Operations Committee in 2014, Texas Higher Education Coordinating Board staff developed the Board Operating Policies and Procedures document, which was adopted by the Board in October of that year. This document includes the Board members' code of conduct, conflict of interest/ethics, duties/responsibilities, and protocol in communicating with the media, elected officials, institutional representatives, and students.

Staff is recommending changes to this document to better reflect how the current Board is operating in relation to: 1) accepting tickets, vouchers, or other forms of entry that typically have a cost of admission from an institution of higher education; and 2) conducting the annual performance evaluation and setting the annual compensation of the Commissioner of Higher Education and the Director of Internal Audit and Compliance. Recommended changes to the document are noted in red under IV-A.1. (page 7), IV-D.11. (page 10), and VI-C (page 15).

Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO, and Bill Franz, General Counsel, will be available to answer questions.

AGENDA ITEM XI-E

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 to refund the 2009 bond 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:

The Texas Higher Education Coordinating Board staff is requesting approval to issue up to \$55 million in aggregate principal amount of refunding bonds in Fiscal Year 2020 to pay off previously issued bonds for the 2009 series bonds. Market rates continue to remain low, and it is anticipated that issuing new bonds to pay off the older bonds will yield an overall projected savings of \$10 million in cash flow. Bonds are typically callable after the first 10 years from issuance. The 2009 bonds will be callable after 8/1/2019.

- Net present value of the savings is projected to be \$8.3 million.
- An analysis was performed by the agency's financial advisor to determine that refunding these bonds will have a small impact on the arbitrage liability.
- Estimated average coupon of refunded bonds is 5.0 percent.
- Par amount of refunded bonds will be \$55,000,000 after 8/1/2019.
- These bonds are authorized under the Texas Constitution, Sections 50b-4 through 50b-7.
- Total bond par outstanding will be \$1.2 billion after 8/1/2019.
- Total bond funded student loans outstanding is currently \$1.5 billion.
- This refunding will not impact the current constitutional limit.
- The agency sells tax exempt general obligation private activity bonds.
- The agency is required to maintain compliance with various state statutes, Securities Exchange Commission, and Internal Revenue Service regulations.
- These bonds are general obligation bonds that are backed by the State.
- An application to the Bond Review Board for tax exempt volume cap will be necessary, since this is paying off previously issued bonds.
- The Office of the Attorney General is required to approve the final sale.

Historical Bond Sales

<u>Bond Year</u>	<u>Par Amount</u>
2009	\$71,730,000
2010	\$113,580,000
2010R	\$51,865,000
2011A	\$118,650,000
2011B	\$27,020,000
2011C	\$6,570,000
2012	\$85,615,000
2013A	\$98,550,000
2013B	\$113,740,000
2014	\$68,130,000
2015	\$150,000,000
2016	\$158,065,000
2017	\$155,720,000
2018R	\$94,915,000
2019	\$159,965,000

Ken Martin, Assistant Commissioner for Financial Services/CFO, and Richard Donoghue, Partner, McCall Parkhurst & Horton will be available for questions.

AGENDA ITEM XI-F

Consideration of adopting the Committee's recommendation to the Board relating to authorization to enter into an agreement with the Office of the Attorney General (OAG) to provide collection services for the agency's student loan program

RECOMMENDATION: Approval

Background Information:

In 2009, the Texas Higher Education Coordinating Board (THECB) entered into an interagency agreement with the Office of the Attorney General (OAG) to provide collections services in support of the THECB's student loan program. The loan default collection team is comprised of nine dedicated OAG staff. This contract is for Fiscal Years (FY) 2020 and 2021.

Since the inception of the agreement, the annual collections on defaulted student loans has increased from \$3.5 million in FY09 to over \$12 million in FY18 (343%).

Key points:

- This request is to allow for the continuance of the agreements for Fiscal Years 2020 and 2021. The estimated amount of the combined agreements is \$2,658,000 for a two-year period beginning 9/1/2019.
- The THECB will reimburse the OAG for: the direct costs of the collections team, any OAG related staff time, and various ancillary services that are utilized to support the litigation process. The costs directly related to the collections team and the OAG-related support are limited to \$669,500 per year, for a total of \$1.34 million for the biennium. This includes a 3 percent increase from the current biennium for merit raises and promotions. The current Fiscal Year 18/19 biennial limit is \$650,000.
- With this agreement, Financial Services will be required to pay for ancillary services from various vendors selected by the OAG. These services include citation issuing services, case filing, and court costs. The annual estimated cost of citation issuing services is \$170,000, court costs are projected at \$25,000, and filing fees are projected at \$450,000.
- This does not require a Request for Quotation (RFQ) due to existing master service agreements with the OAG and existing Department of Information Resources (DIR) statewide contracts.
- The contract requires final approval by the OAG.
- Since this is related to legal services, the utilization of another vendor(s) would require OAG approval.

Ken Martin, Assistant Commissioner for Financial Services/CFO, will be available for questions.

AGENDA ITEM XI-G

Consideration of adopting the Committee's recommendation to the Board relating to proposed new subsection to Chapter 1, Subchapter A, Section 1.16 of Board rules concerning Agency Administration (Contracts, Including Grants, for Materials and/or Services)

RECOMMENDATION: Approval

Background Information:

Specifically, this new subsection will address: Texas Government Code 2261.253(c). Each state agency by rule shall establish a procedure to identify each contract that requires enhanced contract or performance monitoring and submit information on the contract to the agency's governing body or, if the agency is not governed by a multimember governing body, the officer who governs the agency. The agency's contract management office or procurement director shall immediately notify the agency's governing body or governing official, as appropriate, of any serious issue or risk that is identified with respect to a contract monitored under this subsection. Subsection (l) is proposed to be added to address this requirement.

General Counsel William Franz is available for questions.

Date Approved by the Commissioner for Publication in the Texas Register: January 9, 2019

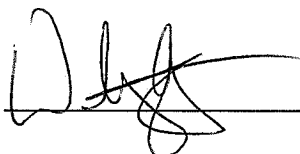
Date Published in the Texas Register: January 25, 2019

The 30 day comment period with the Texas Register ended on: February 25, 2019

No comments were received regarding the amendments to these rules.

Legal Review:

Approved by the Office of General Counsel

 Date 3/28/19

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 1. Agency Administration

Subchapter A. General Provisions

- 1.1. Dates for Regular Quarterly Meetings of the Board
- 1.2. Authority of the Commissioner to Interpret Rules
- 1.3. Educational Data
- 1.4. Rules of Order
- 1.5. Coordinating Board Committees
- 1.6. Advisory Committees
- 1.7. Petition for the Adoption of Rules
- 1.8. Historically Underutilized Business (HUBs) Program
- 1.9. Training for Members of Governing Boards and Board Trustees
- 1.10. Administration of the Open Records Act
- 1.11. Protest Procedures for Resolving Vendor Protests Relating to Purchasing Issues
- 1.12. Foreign Travel
- 1.13. Internal Auditor and Compliance Monitoring
- 1.14. Negotiated Rulemaking
- 1.15. Authority of the Commissioner to Propose Board Rules
- 1.16. Contracts, Including Grants, for Materials and/or Services
- 1.17. Authority of the Commissioner to Provide Direct Supervision of the Education Research Centers
- 1.18. Operation of Education Research Centers
- 1.19. Education and Training of Board Administrators and Employees

1.1. – 1.15. (No change)

1.16. Contracts, Including Grants, for Materials and/or Services

(a) The Board shall approve all requests for the purchase or acquisition of materials and/or services if the cost for those materials and/or services is expected to exceed \$750,000. After a vendor or grantee is selected, a majority of the Chair and Vice Chair of the Board and the Chair of the responsible Board committee shall provide final approval of the contract with the selected vendor or grantee.

(b) The Board shall, in an open meeting, consider any material change to all contracts for goods or services awarded under Texas Government Code, Chapter 2155. A material change to a contract includes extending the length or postponing the completion of a contract for six months or more; or increasing the total consideration to be paid under a contract by at least 10 percent, including by substituting certain goods, materials, products, or services. Goods are supplies, materials, or equipment. Services are the furnishing of skilled or unskilled labor or professional work but do not include a professional service subject to Subchapter A, Chapter 2254, Texas Government Code, service of a state employee, consulting service or service of a consultant as defined by Subchapter B, Chapter 2254, or the service of a public utility.

(c) The Board committee to which an item is assigned shall approve all requests relating to that item for the purchase or acquisition of materials and/or services if the cost for those materials and/or services is greater than \$100,000 but less than or equal to \$750,000. After a vendor or grantee is selected, a majority of the Chair and Vice Chair of the Board and the Chair of the responsible Board committee shall provide final approval of the contract with the selected vendor or grantee.

(d) All contracts, including grants, whose amounts payable are less than or equal to \$100,000 must be approved in accordance with this subsection (d) of this section unless the Board or a Board committee or the Board Chair, Vice Chair, and Chair of the responsible Board committee has approved such agreements.

(1) The Commissioner or the Deputy Commissioner with primary oversight of a particular contract shall approve every such contract, including grants, for the purchase or acquisition of materials and/or services if the contract or grant amount is less than or equal to \$100,000 but greater than \$5,000.

(2) Assistant Commissioners, in addition to the Commissioner and Deputy Commissioners, may approve contracts, including grants, within their area of responsibility, if the amount payable is less than or equal to \$5,000.

(e) The Commissioner shall provide a report to the Board, at least quarterly, describing all contracts, including grants, for the purchase or acquisition of materials and/or services that were executed pursuant to subsection (d) of this section and not considered by the Board or a Board committee or by the Board Chair, Vice Chair, and Chair of the responsible Board committee.

(f) The Chair and Vice Chair of the Board have the authority to approve emergency purchase requests and contracts for materials and/or services over \$100,000 that must be entered into in order to prevent a hazard to life, health, safety, welfare, property or to avoid undue additional cost to the state. Emergency purchase requests and contracts are exempt from subsections (a) and (c) of this section.

(g) In the event that the agency is required by statute to enter into a contract or grant for the purchase or acquisition of materials and/or services with a value of over \$100,000, approval of such a request or contract or grant by the Board or a Board committee pursuant to subsection (a) or (c) of this section, as appropriate, shall not be required when such a contract or grant award involves no discretion by the Board or agency staff. The Commissioner or a Deputy Commissioner, in accordance with subsection (d) of this section, shall approve such contracts or grants and report them to the Board at the next quarterly Board meeting following the approval.

(h) In the event that a contract or grant for a given amount has been approved by either the Board or a Board committee, as applicable, and circumstances alter such that the expenditure necessary under the contract or grant increases by less than ten percent, the Commissioner or a Deputy Commissioner, in accordance with subsection (d) of this section, may approve such an increase. Should the increase in expenditure equal or exceed ten percent or extend the length of or postpone completion of the contract by six months or more for contracts for goods or services awarded under Texas Government Code, Chapter 2155, approval must be sought in

accordance with subsection (b) of this section. Should the increase in expenditure equal or exceed ten percent for contracts or grants not covered by Chapter 2155 but which were approved by either the Board or a Board committee or by a majority of the Board Chair, Vice Chair, and the Chair of the responsible Board committee, the contract or grant must be submitted for approval by a majority of the Board Chair, Vice Chair, and the Chair of the responsible Board committee.

(i) In the event that the Board or a Board committee, as applicable, has approved the issuance of a solicitation request for the purpose of obtaining materials and/or services that will result in the letting of contracts, including grants, to multiple vendors or providers of services, any resulting contract or grant which by itself shall have a cost greater than \$100,000 must be approved by a majority of the Chair and Vice Chair of the Board and the Chair of the responsible Board committee unless such contracts are approved by the Board or the responsible Board committee, as appropriate. The Commissioner or a Deputy Commissioner, in accordance with subsection (d) of this section, shall provide final approval of contracts or grants with the selected vendors or grantees if the contract amount is less than or equal to \$100,000; the Board Chair, Vice Chair and the Chair of the responsible Board committee shall be notified in such event.

(j) For each contract for the purchase of goods or services that has a value exceeding \$1 million:

(1) there must be contract reporting requirements that provide information on the following:

- (A) compliance with financial provisions and delivery schedules under the contract;
- (B) corrective action plans required under the contract and the status of any active corrective action plan; and
- (C) any liquidated damages assessed or collected under the contract.

(2) Verification is required of:

- (A) the accuracy of any information reported under paragraph (1) of this subsection that is based on information provided by a contractor; and
- (B) the delivery time of goods or services scheduled for delivery under the contract.

(3) Any such contract for the purchase of goods or services that has a value exceeding \$1 million may be entered into only if the contract is approved and signed by the Commissioner, to whom the Board hereby delegates such approval and signature authority. In exercising such approval authority, the Commissioner shall use the approval process established in subsection (a) of this section.

(4) For purposes of this subsection, "contract" includes a grant, other than a grant made to a school district or a grant made for other academic purposes, under which the recipient of the grant is required to perform a specific act or service, supply a specific type of product, or both.

(k) For each contract for the purchase of goods or services that has a value exceeding \$5 million, the contract management office or procurement director must:

- (1) verify in writing that the solicitation and purchasing methods and contractor selection process comply with state law and agency policy; and
- (2) submit to the Board information on any potential issue that may arise in the solicitation, purchasing, or contractor selection process.
- (3) For purposes of this subsection, "contract" includes a grant, other than a grant made to a school district or a grant made for other academic purposes, under which the recipient of the grant is required to perform a specific act or service, supply a specific type of product, or both.

(l) Agency staff shall utilize THECB's Procurement and Contract Management Handbook guidelines and the THECB's Risk Assessment tool to determine which contracts require enhanced contract or performance monitoring.

1.17. – 1.19. (No change)